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ABSTRACT

This document presents the 23 preemployment skills competencies designed to assist youth in their search for work, their life/work management decisions, and their overall work maturity. They are designed for youth served under the Job Training Partnership Act. In its entirety, the document can be used for information purposes and as a training manual for service providers. An introduction is followed by a section that provides background information on the Pre-employment Skills Competency System. It discusses the Career Hierarchy Model, which is the foundation for this system, and addresses how the competencies are implemented, measured, and documented. Section III describes the individual competencies and discusses their method of assessment and documentation. This section is divided into three parts, consistent with the three stages of the Career Hierarchy Model for which individual competencies were developed: acquisition of work, maintenance of work, and life management. Section IV provides the competency forms for each of the individual competencies. Here, all 23 competencies are compiled and presented in an abridged format. Each competency is listed in a chart with corresponding assessment method and documentation for certification. The forms necessary for documentation for certification and an interest check list follow. (YLB)

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PRE-EMPLOYMENT

SKILLS

COMPETENCIES

FOR

VERMONT

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This document is written in the spirit of helping youth become Vermont's next generation of productive workers.

Peter S. Comart

Peter S. Comart
Youth Planner, Job Training Office

PRE-EMPLOYMENT SKILLS COMPETENCIES FOR VERMONT

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SECTION I

INTRODUCTION

INTRODUCTION

The Job Training Partnership Act (JTPA) places a strong emphasis on a competency-based approach to serving youth. Under JTPA, service delivery areas are responsible for operating Youth Employment Competency Systems which will serve all youth. These systems should include three areas of focus:

1. Pre-employment Skills and Work Maturity Skills;
2. Basic Educational Skills; and
3. Occupation Specific Skills

A competency as used in this document, is defined as a skill or ability (or some knowledge) that a person has or acquires.

In September of 1983, the Vermont Department of Employment and Training (DET) began exploring various models and materials available on youth employment competencies, with particular focus on pre-employment skills competencies. Resources were collected and reviewed from the fields of Education, Vocational Education, and Employment and Training in Vermont and other states across the country.

A working group was established. When it met, it set as its priority the development of an initial set of Pre-employment Skills Competencies for Vermont. These competencies are intended as a program development tool for local Job Service Office staff and other JTPA and non-JTPA service providers. A pilot program is already in operation to implement these competencies. They are designed for eventual statewide implementation for JTPA. They were recognized and approved on January 25, 1984, by Vermont's Private Industry Council (Vermont's Consolidated Council for Employment and Train-

ing). The approved competencies will enable Vermont to count the attainment of these Pre-employment Skills Competencies as a positive termination for youth. And they can be used in the calculation of Vermont's cost per positive termination for youth.

The Pre-employment Competency System is crucial to employment and training because it addresses the essential skills employers want workers to have. It is crucial because it addresses the essential skills youth will need for successful entry into and retention of employment. It is the first system of its kind in Vermont that provides a means to measure the attainment of these essential skills. It makes it possible to address deficiencies, and youth can be trained to meet both employer expectations and needs. In short, it is a system that will help prepare youth for work.

In the years to come, employment competencies for youth will be of tremendous importance to the employment and training system in Vermont. Fortunately Vermont already has a foundation for the development and implementation of a Pre-employment Skills Competency System for youth (i.e., the Career Hierarchy Model: Stages of Employability Development used by Vermont Job Service). This model has been used for nearly three years. (See Section II, p. 5 for a more detailed description of the Career Hierarchy Model.)

In the following section of this document, background information is provided on the Pre-employment Skills Competency System. In Section III, the individual competencies are described; their method of assessment and documentation are also discussed. And finally, in Section, IV, the competency forms for each of the individual competencies are provided. In its entirety, this document can be used for information purposes and as a training manual for service providers.

SECTION II

BACKGROUND INFORMATION FOR

VERMONT'S PRE-EMPLOYMENT SKILLS

COMPETENCY SYSTEM

What Is The Foundation For The Youth Employment Competency System For Vermont?

The Career Hierarchy Model: Stages of Employability Development will be the model upon which the Pre-employment Skills Competency System will be based. The Career Hierarchy Model identifies four primary stages which are encompassed by a fifth stage. These stages are listed below (see Figure 1 for more detail):

Stage I. Socialization to Work (wants to work)

Stage II. Acquisition of Work (has skills and can find work--competencies 1 - 10)

Stage III. Maintenance of Work (conforms and performs--competencies 11 - 21)

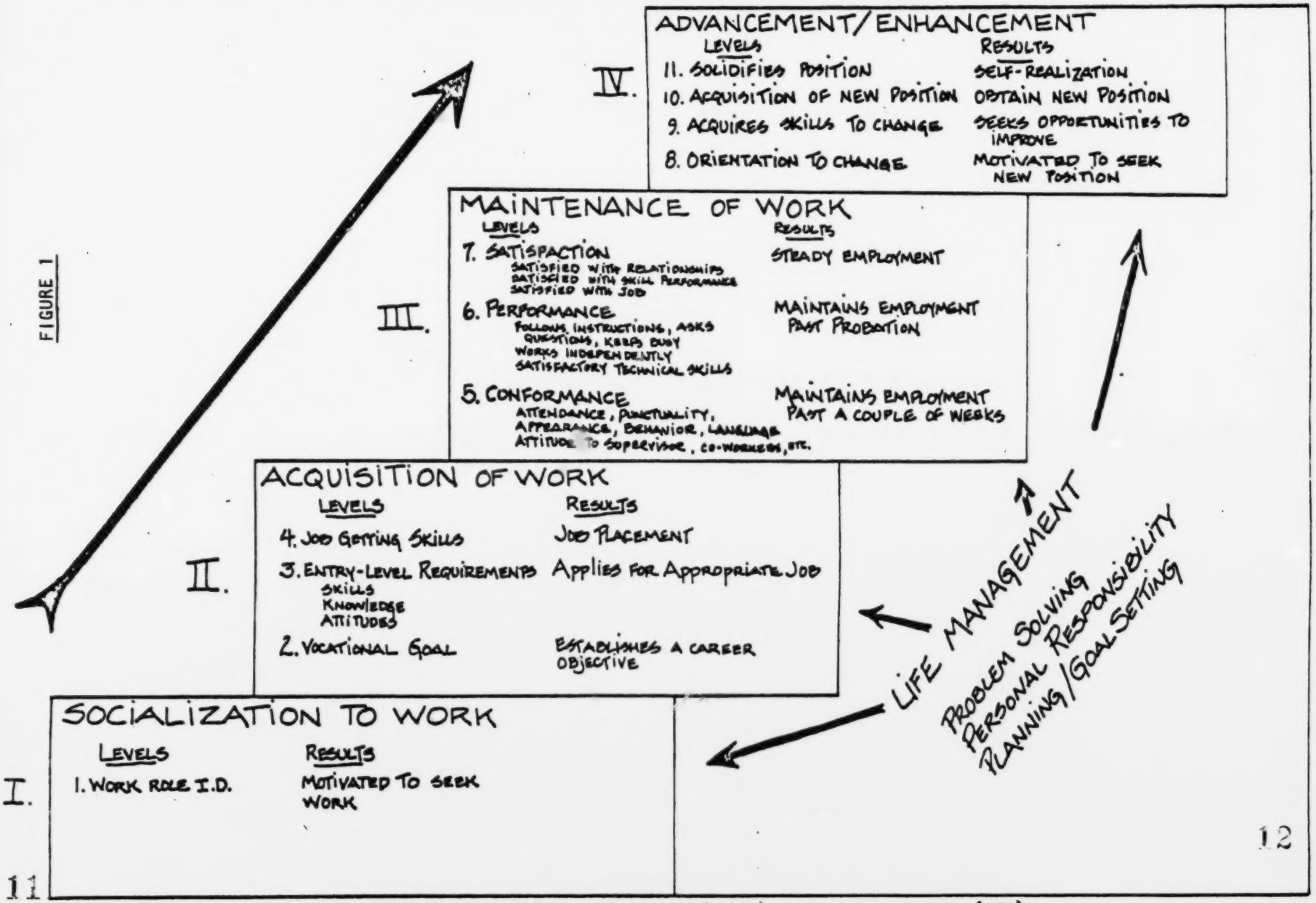
Stage IV. Advancement/Enhancement (wants to change, improve, advance)

Stage V. Life Management (take care of oneself, problem solve--competencies 22 & 23)

STAGES OF EMPLOYABILITY DEVELOPMENT

VT. DEPT. OF EMPLOYMENT & TRAINING

FIGURE 1



ADAPTED FROM: "THE HIERARCHY OF CAREER ADJUSTMENT," OETTING, COLE, AND MILLER (1974)
THE NEW ENGLAND INSTITUTE, "STAGES OF EMPLOYABILITY DEVELOPMENT" (1981)

It is shown first by their enrolling in Pre-Employment Skills Training Program and second, by their performance while in the program. A participant's mastery of competencies related to attendance, completing tasks without prompting, maintaining a positive attitude, etc. will indicate whether or not he or she is motivated and desires to be employed. Fulfilling the subsequent Stages of Employability Development will show that the individual has fulfilled the Socialization to Work stage.

For most people, socialization to work is a result of years of interaction with family, peers, an educational system and other social institutions. Under the Career Hierarchy Model, once a person values work, desires employment, sees him or herself as a worker, and expects to succeed in the labor market, the Socialization to Work stage of the model has been fulfilled.

STAGE II: ACQUISITION OF WORK

Acquisition of Work is the second phase of the model. It focuses upon job readiness and job getting abilities (competencies 1 - 10). With this and all subsequent phases, a person's present attitudes, knowledges and abilities will determine the appropriate competencies which need to be addressed. The Pre-employment Skills Competency approach has been designed primarily to help people fulfill this stage of employability. For example, youth are expected to be able to identify their personal interest, their strengths, barriers to employment, and to complete a job application. All of these things are

important in order for a person to acquire a job. Once a youth masters these Acquisition of Work competencies it means he or she should be adequately prepared to find a job related to his or her interests and skills. A youth who masters competencies one (1) through ten (10) will know how to locate appropriate employment opportunities and present him or herself and abilities to an employer in an effective manner.

STAGE III: MAINTENANCE OF WORK

The third stage of the model is Maintenance of Work. Two concepts can serve as focal points for discussing this stage related to competencies: conformance and performance.

In order for a youth to succeed as a worker, he or she must learn, understand and accept those conformance requirements that exist in the workplace. Such conformance requirements include attendance (competency 11), dress (competency 16), language (competency 14), and punctuality (competency 12). Less explicit, but equally important, are the requirements that relate to attitude (competency 17) and co-worker relations (competency 18). Failure to master these competencies is an indication that an individual will have a difficult time remaining employed.

Performance as it relates to work is also part of this stage. There are basic work skills (generic skills) which are common to most, if not all, jobs. These form the basis for job maintenance. Examples include listening and

following instructions (competency 19), requesting tasks and carrying out tasks without prompting (competency 15), completing assigned tasks on time (competency 13), accepting constructive criticism (competency 21), and working under supervision (competency 20).

An individual has fulfilled the Maintenance of Work stage when he or she has mastered competencies eleven (11) through twenty-one (21). That is, the youth can conform and perform during the Pre-employment Skills Training Program.

STAGE IV: ADVANCEMENT/ENHANCEMENT

Employment and training practitioners have too often encountered people who, although successfully employed in the past or present, are unable to adapt to changing labor market conditions or personal circumstances. Such change may result from technological advances, industrial relocations or personal crises that impact upon their labor market participation. The fourth stage of the employability development model addresses such change. This is the Advancement/Enhancement Stage. Like the first stage, the Pre-employment Skills Competencies do not directly pertain to this stage.

This stage includes an orientation to and acceptance of change as well as a different level of applying the same skill areas included in earlier stages. For the purpose of adapting to change, an individual must possess knowledge of labor market opportunities, and must be able to apply job seeking and getting skills, as well as job maintenance skills. The difference is that individuals

at this stage of employability development already have an employment history. They have to be able to draw on the skills mastered during previous stages.

STAGE V: LIFE MANAGEMENT

The Life Management stage encompasses stages I through IV. Life management skills are those skills that enable an individual to perform in a working society. They involve such basic skills as providing for such personal needs as food, clothing, shelter, and transportation. They might also include skills that deal with budgeting, goal setting, problem solving, time management, and decision making. Since these skills encompass the previous four stages and may be required at different points along the Career Hierarchy Model, they cannot be included in the four stages. At the same time they must be an integral part of the model. Two specific competencies have been identified for the Life Management stage: problem solving (competency 23) and freedom from substance use (competency 22).

All of the competencies which have been identified in the description of each of the five stages above will be discussed in more detail in Section III of this narrative.

What Is The Overall Design For The Youth Employment Competency System For Vermont?

The overall design for the youth employment competency system has been kept simple. Eventually, as Vermont develops competencies for all three areas discussed earlier, Pre-employment Skills and Maturity Skills, Basic Educational Skills, and Occupation Specific Skills, they will fit into a two tiered program structure. The emphasis of this narrative is on Pre-employment Skills Competencies. These Pre-employment Skills Competencies will be used for Tier I. Entry Employment Competencies are being developed for Tier II. Vermont decided to divide the Pre-employment Skills and Work Maturity Skills Area into two parts. The reasoning for this separation is that pre-employment competencies should be connected to the Pre-employment Skills Training Program; and that work maturity (or work maintenance) competencies should be connected to the Entry Employment Experience Program. One qualification is that some work maturity/work maintenance competencies will be used for both Tiers. The difference is that for each Tier there will be somewhat different standards for attainment and for measuring these competencies. Generally a stricter standard will be applied for Tier II, based on a participant's attainment of the Tier I work maintenance competencies.

The main reason for approaching the competencies in this fashion is because Vermont decided to serve youth under Section 205(c) and (d) of JTPA. As required by JTPA in Section 205(c), the Pre-employment Skills Training Program will be a prerequisite in order for a participant to participate in the Entry Employment Experience Program, Section 205(d). Thus, Tier I competencies will have to be mastered before a participant can participate in Tier II.

As used in this narrative, the terms Tier I and Tier II refer to Pre-employment Skills Training Program and Entry Employment Experience Program respectively.

Note: Vermont is also developing competencies for the Basic Educational Skills and Occupation Specific Skills areas. Once these two additional areas of competencies are ready for implementation, they will be appropriately aligned with the two tiered framework.

What Is The Purpose And Rationale For Pre-employment Skills Competencies?

The aim of Vermont's Pre-Employment Skills Training Program, Tier I, is to implement a core set of competencies which establish performance outcomes for youth served under the Job Training Partnership Act. This means that there will be a set of essential skills a youth in training will acquire prior to entry into the world of work.

The value of pre-employment skills training has long been recognized by private and public sector employers. If done properly, competency-based pre-employment skills training will benefit employers and youth alike.

Youth too often enter the world of work unaware of and unprepared to meet employers' expectations. Youth need to know what basic expectations employers have. Training in pre-employment skills competencies will prepare youth for the expectations they will face as they enter the world of work. Employers want youth to come to work able to do such things as: be on time, follow directions, cooperate with co-workers, accept constructive criticism, solve problems, etc.

Employers too often must hire youth who are unaware and unprepared to meet employers' basic expectations, such as the examples provided above. Under JTPA employers can come to expect that youth trained in pre-employment skills have demonstrated and attained an acceptable level of performance regarding skills necessary for entry into the work world. Employers must have a clear understanding of and direct involvement in determining the pre-employment skills being taught to youth. If so, they will develop consistent expectations for youth who

have attained certain competencies. Employers will then be better able to select and hire youth who are able to meet employer expectations.

Ideally, both employers and youth will gain a great deal from the JTPA competency-based Pre-employment Skills Training Program. The ultimate purpose of the pre-employment competency approach is to improve the preparation of youth for the world of work.

What Are Competencies?

The key to the development of any worthwhile employment competency is that it defines an expected level of performance for some work-related skill and/or knowledge. Above all, it must be clear. The competency system must state what knowledge or skill a person will acquire, and how such acquisition will be measured and documented. Below is an example:

Competency:	Assessment Method:	Documentation:
Demonstrates ability to complete a job application.	Completed job application reviewed and determined complete (and legible) by the Trainer.	Completed job application on file.

The pre-employment skills competencies described herein are grounded in extensive research done on employment and training experience of employers and professionals in the fields of education and vocational education. Unlike many of the strict academic models, the model described is intended to be simple. That is, this model avoids the use of the competency jargon, and terminology such as benchmarks and indicators. Language is used, as in the example above, that is not confusing and can be understood by both employers and youth. This competency model stresses an acquisition of useful, rather then merely academic or theoretical or unneeded knowledge (e.g., the national labor market picture).

The major focus of the Pre-Employment Skills Competencies is to teach a specific set of skills and behaviors rather than expect the retention of information. However,

it is assumed that once a youth acquires some specific skill or ability (e.g. how properly to contact an employer in person), that skill or ability cannot be taken away. A youth may choose not to use or practice a particular skill, but it is something the youth will always have.

As mentioned on page 7, the Pre-Employment Skills Competencies approach can be applied to three areas: Acquisition of Work, Work Maintenance, and Life Management. Each of these areas relate directly to the real world of work. It is essential when implementing a competency system that counselors and trainers do not concentrate too much on teaching each individual competency. They must continually keep in mind the "whole" system and its purposes related to the real world of work. Furthermore, it must be kept in mind that the pre-employment area itself is only a part of a larger set of skills and abilities needed by all in their work lives.

The term "pre-employment" was chosen to depict the focus of this effort, which is an attempt to capture and represent the range of skills and abilities that one ought to have developed fairly well in him or herself before entering the world of work.

A competency-based approach to training must focus on the individual learning process, since what are being taught are the skills for an individual's survival and success in a competitive, complicated and difficult work world. If a person is to succeed, he or she must have a reasonable command of his or her internal and external resources (e.g. JTPA programs). Youth must realize and accept that survival in

the work world is their responsibility. Furthermore they need to learn that the skills they will need can be learned, practiced and effectively applied in real life. With the competency-based approach, specific, basic work behaviors, knowledge and skills are clearly defined. And the individual's progress toward obtaining these competencies can be systematically measured and documented.

How Will The Competencies Be Implemented?

The Pre-Employment Skills Competencies are designed to assist youth in their search for work, their life/work management decisions, and their overall work maturity. Successful completion of the Pre-Employment Skills Training Program (Tier I) is not an end in and of itself. However, if a youth does complete, it means that the youth is able to:

1. Make a realistic effort to obtain employment based on local labor market needs and his or her individual abilities;

2. Deal effectively with any "personal" problems, i.e. barriers, that infringe on employment; and

3. Know how to maintain a job.

It is proposed that youth (16-21) be required to participate in this training to a degree commensurate with their need for pre-employment skills. Participants must master all pre-employment competencies in Tier I before being referred to Tier II employment training activities (e.g., classroom training) and/or placement with an employer (e.g. On-The-Job Training, Limited Work Experience, Vocational Exploration, and Try-Out Employment). Youth will also be expected to continue to demonstrate and maintain acceptable levels of performance for certain Work Maintenance competencies once enrolled in Tier II employment training

activites or during placement with an employer. Thus, youth will be provided competency-based training while in an Entry Employment Experience Program (Tier II) activities as well.

By July 1, 1984 (Program Year 1984), it is anticipated that all local Job Service Offices will begin to implement the Pre-Employment Skills Training Program. Fortunately Vermont Job Service Offices already have a good base of experience in preparing youth and adults for work, based on the implementation of the Employability Plan Development Program (EPDP), operated under CETA. Although EPDP was not a competency-based approach, it did have a similar focus on preparing youth and adults for work. Thus, the introduction of the Pre-Employment Skills Model will be both an affirmation of the good work that has already occurred and an infusion of new information.

Counselors, Case Workers and Trainers using this model should examine the entire set of competencies described in this work. They may use, modify or substitute their own resource material for some or all of the resource material provided in this package. They are encouraged to develop new material and to share this material with other practitioners in other parts of the state.

How Are The Competencies To Be Measured?

Measuring the attainment of competencies is an extremely important aspect of any competency system. To measure any competency, one must start with a clear competency statement. An example should help:

Demonstrates ability to complete a job application.

Once one has such a statement, the next step is to ask the question: What information or behavior will prove that an individual has attained this ability? In this case, a completed and legible job application will show that the person has mastered the desired ability. Thus a mock application becomes the measurement instrument which must be appraised by a trainer.

The next step is for the trainer to select or develop the type of application that the person, in this case a youth, is likely to find in his or her local labor market area. This is the guiding principle that must be applied to the measurement of all competencies. The measurement of a competency must reflect what youth will face in the real world of work. For example, youth should be able to demonstrate ability to report to work on time. The measurement of this competency must reflect the standard applied by area employers. Do area employers expect their workers to show up for work early, say five minutes prior to the start of a shift? Or is being five or ten minutes late acceptable? Whatever is the general employer practice should be the standard for measurement. Therefore in order to arrive at an appropriate standard of measurement, employers in

your labor market must be consulted. It is not always easy to reach consensus. As a general rule, when developing a standard, it is best to set too strict of a standard rather than set a standard which is too lenient. Such principle is also widely encouraged by employers.

When searching for measurement instruments, we found that many exist and are available in the public domain. There are pencil and paper instruments as well as simulation activities (e.g. mock interview exercises) available which can be adapted to any labor market area. There are also complete packages which can be purchased. In fact there are complete competency systems available on the market. Whichever way one goes, even doing a combination of both ways, it is extremely important to write, call or meet with employers in your area to review these materials. Only then will one be able to set the most appropriate standards for competency measurement.

Another point that should be made is this. Often a competency and its measurement may not be specific enough for a particular youth, and may need to be broken down further. Take the job application competency example again. It may be the case for youth in some local labor market areas, when completing a section of an application, to be able to write a paragraph on "why you want to work here." Composing such a paragraph might be a competency in and of

itself. So when implementing a competency such as completing a job application, there may need to be some sub-competencies and sub-measurements that must first be achieved by youth in order to attain the original/base competency. As stated earlier, if there is proper control over the implementation of the competencies by a qualified trainer, the competencies and their measurement will be meaningful and appropriate.

In summary, measuring competencies can not be an absolute science, however, measuring competencies is an extremely important aspect of any competency system. The competency measurement is as important as the competency statement. The guiding principle for measuring any competency is that the standard for measurement must reflect the standard that is generally upheld by employers in the labor market area in which the competencies are to be used. Many measurement instruments and materials exist in the public and private domain, but all of these should be adapted to reflect local labor market characteristics. Many competencies may need to be broken down further for some youth to master them. The key to the implementation and measurement of any competency is the trainer; therefore trainers should be well trained. If all of these things are taken into consideration your competencies should be meaningful to employers and youth alike.

How Are The Competencies To Be Documented?

Documenting the attainment of these competencies is not difficult. The procedure will be the same for almost all twenty-three competencies. Basically, whenever a competency requires a participant to do a worksheet or checklist, this instrument will be reviewed and appraised by the trainer. Once the trainer has determined the instrument (e.g., a job application) to be complete, the trainer will sign and date the instrument and place it in the participant's file.

Where trainer notes are required for particular competencies these will be written and also placed in the participant's file.

Once a participant has mastered a particular competency and the documentation is in the participant file, the trainer will initial and date the Competency Attainment Record. This Competency Attainment Record will be a cover sheet verifying the mastery of all twenty-three competencies. It shall remain in the participant's file along with the rest of the documentation material. The Competency Attainment Record will serve as proof that a participant has completed the Pre-Employment Skills Training Program (Tier I).

How Will Tier I Certification Be Handled?

Once a participant has mastered all twenty-three competencies, the Competency Attainment Record must be completely filled out. The trainer will sign the bottom of this record verifying the participant's completion of the Pre-Employment Skills Training Program. Once this has been done the trainer will send a copy of the signed Competency Attainment Record to the Department of Employment and Training. This record will be kept on file by the Youth Planner. The Youth Planner will then draft a letter to the participant which certifies the participant's completion of the Pre-Employment Skills Training Program. Two copies of this signed letter will be made. One will be kept at DET Central Office. The other will be sent to the trainer, to be placed in the participant's file at the local Vermont Job Service Office. The original will be mailed to the participant. The signed certification letter will serve as the official certification of completion for the Pre-Employment Skills Training Program.

SECTION III

VERMONT'S

PRE-EMPLOYMENT SKILLS

COMPETENCIES

VERMONT'S PRE-EMPLOYMENT SKILLS COMPETENCIES

This section is divided into three parts, consistent with the three (3) stages of the Career Hierarchy Model for which individual competencies were developed. A brief description of each of these stages is provided at the beginning of each part of this section, however, the reader is encouraged to refer back to Section I for a more detailed explanation of these stages.

In this section each of the competencies will be described in more detail. For each competency, the method of assessment/measurement will also be discussed. The procedure for documenting each competency will also be explained.

PART 1.

ACQUISITION OF WORK

Competencies 1-10

Acquisition of Work competencies focus on job readiness and job getting skills. Most, if not all, employers expect youth to be able to do certain things when they come to work. All of the competencies described in this part have been determined important by employers and employment and training practitioners in order for youth successfully to obtain employment. Once youth have mastered these competencies, they should be adequately prepared to find a job related to their interests and skills.

Competency # 1:

Demonstrates ability to identify personal interest areas.

DESCRIPTION: This competency is intended to help youth become aware of their personal interest areas, particularly those that pertain to employment. In New England, many jobs are the same as in other parts of the country. Yet there are also some jobs that are unique to the Northeast (e.g., maple sugaring). The purpose of having youth explore their interest areas is that it should better enable them to pursue the type of job(s) they would prefer to do. Thus, for this competency youth are required to explore a whole range of job interests. Some may be inclined to enjoy being sales clerks in retail establishments; some might want to be secretaries; and others still might have an interest in logging. The possible variety of interests could be unlimited.

If given two to three hundred different interest choices, a youth will be able to select particular types of jobs that would interest him or her. This competency is designed to get youth to identify their personal job related interest areas.

ASSESSMENT METHOD: This competency should be measured for attainment by using one or a combination of the following instruments:

1. The Holland's "Self-Directed Search"*
2. The United States Employment Service "Interest Check List"
3. The United States Employment Service "Interest Inventory"*

Other instruments may exist which can be used to measure the attainment of this competency. An important consideration is that the instrument used should have an adequate range of choices for the participant to identify whatever personal interests he or she might have. An instrument which presents too few choices will not allow a participant to explore enough areas of interest. This could result in the participant's having a limited awareness of his or her job related interests. The above instruments were chosen because they seem to enable a participant to review a broad, but not an overwhelming range of interests. As part of the assessment for this competency, trainers are encouraged to discuss the results of this activity with the participant. Trainer notes are encouraged and should reflect information garnered from any discussion with the participant.

*Note: Consistent with Vermont Job Service policy, only certified staff may administer and interpret the Holland's "Self Directed Search" and U.S.E.S. "Interest Inventory" instruments. In the case of the "Interest Inventory" the person administering this instrument must be a classified Vermont Job Service Counselor. Use of the U.S.E.S. "Interest Check List" does not require certification and can be administered by all competency trainers.

DOCUMENTATION: The procedure for documenting the attainment of this competency shall involve a trainer's signature verifying that the participant has completed the above or similar instrument. This signature should occur somewhere on the instrument used and should be dated. The trainer should put his or her initials and the date the competency was mastered on the Competency Attainment Record form. The completed instrument should be placed in the participant's file, along with any relevant trainer notes.

Competency # 2:

Demonstrates ability to identify at least 2 personal strengths and at least 3 vocational or educational skills.

DESCRIPTION: This competency is intended to help youth become aware of their personal strengths and skills. Many youth are unaware of those personal qualities they may have that can be strengths when carried over into the work place. Some youth are warm, congenial, friendly, likable, and outgoing, while others may stand out because they work well under pressure. Employers look for different personal qualities when they make hiring decisions and it is important for youth to be aware of their own strengths and how to present them to prospective employers.

Youth are not always aware of their educational or vocational skills. Employers look for different skills in the people they hire according to the job requirements. Likewise, youth should be aware of their skills in order to market themselves and their skills to employers. The purpose of having youth become aware of their personal strengths and skills is so they will be better able to pursue employment that will match those strengths and skills.

Participants will be provided with lists of a number of strengths and skills. They should be able to discover and select those that best represent themselves.

ASSESSMENT METHOD: This competency should be measured for attainment by using the following or similar instruments:

1. The Strengths Checklist
2. The Personal Characteristics Worksheet
3. The Skills Inventory Worksheet
4. The Abilities Estimate Worksheet

As was the case for Competency # 1, other instruments exist which can serve the purpose for measuring the attainment of this competency. Likewise, instruments used to measure this competency should provide a participant with a sufficient range of choices. The above instruments were chosen because they approach strengths and skills in different ways, and provide a broad range of choices. Use of any of these instruments should be complimented by discussion between the participant(s) and the trainer. A youth's perception of his or her strengths and skills must be verbalized in order to help prepare the youth to articulate these skills to prospective employers.

Where appropriate the trainer should appraise and make notes on a participant's ability to master this competency. For example, was the participant able to master this competency with relatively little difficulty? What insights did the participant have while discussing their worksheets? Are the participant's strengths and skills observable in the training environment? This and related information should be recorded in the form of trainer notes.

DOCUMENTATION: The procedure for documenting the attainment of this competency shall be the same as the procedure used for Competency # 1. A Strengths and Skills Documentation Form is provided in the curriculum guide section which can be used for documentation purposes. All trainer notes pertaining to this competency must go into the participant's file, with the trainer's initials and date.

Once a participant has mastered this competency the trainer should initial and date the participant's Competency Attainment Record.

Competency # 3:

Demonstrates ability to classify and rank personal work related values.

DESCRIPTION: This competency is intended to help youth become aware of their personal work related values. Some youth have a fairly clear idea as to what type(s) of work they value. For example some youth would prefer working with machines rather than people. Whereas, other youth may prefer and value work that provides an opportunity to learn. The aim of having youth explore their work related values is that it should better enable them to pursue the type of job(s) they would be satisfied with and enjoy. For this competency youth are required to explore a whole range of work related values and classify them according to their degree of importance ("not at all" to "very much"). This competency also goes farther and gets the youth to rank order and explain why they chose some values as more important than others.

ASSESSMENT METHOD: This competency should be measured for attainment by using the Work Related Values Worksheet. Other instruments can be developed or selected for use for this competency, however, they must address and not limit a participant's becoming exposed to many work related values. The above instrument was developed to enable a participant to master this competency.

Another way to approach assessment of this competency, is to have the youth use the DISCOVER Program which is operated by the Vermont Occupational Information and Career Examination System (V.O.I.C.E.S.). The DISCOVER system involves use of a computer and participants have access to it at all local Job Service Offices.

As with other competencies, the trainer should appraise and make notes on a participant's mastery of this competency. In particular, a trainer may highlight what the participant's most important work related values are and why.

DOCUMENTATION: The procedure for documenting the attainment of this competency will involve a trainer's review of and signature verifying that the participant has completed the Work Related Values Worksheet. The trainer should place the completed worksheet and any trainer notes which address the participant's mastery of this competency in the participant's file.

If the DISCOVER system is used, the trainer should review the results of this method. The trainer should sign and date the DISCOVER system printout and place it in the participant's file.

Once this competency is mastered the trainer should initial and date the participant's Competency Attainment Record.

Competency # 4:

Demonstrates ability to identify most significant barrier(s) to employment.

DESCRIPTION: This competency is intended to help youth become aware of their most significant barrier(s) to employment. In Vermont, transportation often is a significant barrier due to the fact that Vermont is a rural state. Other barriers may relate to not ever having been employed before, lack of educational or vocational abilities, health problems (e.g. handicaps), family or financial restrictions. Youth must identify barriers to employment in order for them to be resolved. For instance, lack of adequate clothing can be addressed in some instances with JTPA Support Service Money. This competency is designed to identify those things that may get in the way of youth obtaining employment.

ASSESSMENT METHOD: This competency should be measured for attainment by using one or more of the following instruments or by using some similar instrument:

1. Employment Barriers Checklist #1
2. Employment Barriers Checklist #2
3. Employment Barriers Worksheet

Other instruments exist which can be used to measure the attainment of this competency. An important consideration is that the range of choices presented

should represent what youth might experience as a barrier in their local labor market area. The above instruments were chosen because they adequately address this consideration.

Trainer appraisal and trainer notes are especially important for this competency. The trainer notes for this competency should also include some plan for how a participant's barrier(s) to employment will be addressed. Simply identifying barriers will not suffice; they must be resolved whenever possible.

DOCUMENTATION: When the participant masters this competency the trainer should sign and date on the participant's worksheet(s). This worksheet and any relevant trainer notes should be placed in the participant's file.

Once this competency has been mastered, the trainer should initial and date the participant's Competency Attainment Record.

Competency # 5:

Demonstrates ability to complete a job application.

DESCRIPTION: This competency is intended to prepare youth to be able to complete a job application similar to that used by employers in their local labor market area. Although not all employers require or have job applications, most do. The application to be complete for this competency can also serve as an information sheet to give to prospective employers who may not have a formal application.

Other application formats can be substituted for the one provided. However, the instrument provided for this competency has the backing of the employers who reviewed it, and should be appropriate for most Vermont labor markets.

This competency is designed to enable youth to articulate, in writing, all appropriate information a prospective employer will need to know about him or her.

ASSESSMENT METHOD: This competency should be measured for attainment by using the instrument provided or one that is similar. This instrument can be modified to suit local labor market needs. The trainer should review the completed application to ensure all items have been covered and it is legible. Training notes are optional for this competency. However, if a participant has significant difficulties in completing an application, these difficulties should be noted. (Note: For basic educational skill deficits, the trainer should consider referring the participant to remedial education services.)

DOCUMENTATION: Once the participant has attained this competency, the trainer should sign and date the completed job application. This application should be placed in the participant's file, along with any relevant trainer notes.

The trainer should also initial and date the participant's Competency Attainment Record.

Competency # 6:

Demonstrates ability to identify the town(s) in which client prefers to work.

DESCRIPTION: This competency is intended to help youth to state in writing the town(s) in which they would prefer to work. It should help youth to begin thinking about their local labor market. In some, not all cases, trainers will discover that youth will perceive their local labor market differently. For instance one youth in Burlington may only consider working in Burlington or South Burlington. Yet another youth may want to work in Burlington, Essex Junction, Winooski, or South Burlington. This competency is designed to allow youth to define where they want to work according to their own perception of their local labor market.

ASSESSMENT METHOD: This competency should be measured for attainment by using the Town Preference Form provided. This form should be reviewed by the trainer and discussed with the participant. Trainer notes, although optional, might address whether the trainer views the participant's town preference(s) to be realistic. The trainer might also note any attitudes and/or opinions a participant might express regarding the town(s) in which he or she would like to work.

DOCUMENTATION: The procedure for documenting the attainment of this competency shall be similar to the documentation of Competency # 5. The trainer must sign and date the participant's worksheet after it has been reviewed and determined complete. The worksheet should be placed in the participant's file.

Once this competency has been mastered the trainer should initial and date the participant's Competency Attainment Record.

Competency # 7:

Demonstrates ability to identify at least 3 major employers in local labor market area and can find and write his or her address and phone numbers.

DESCRIPTION: As a compliment to Competency # 6, this competency should help youth to understand their local labor market better. Major employers will vary for each area of the state, therefore this competency will get youth to identify employers in their local labor market. This competency will also enable youth to learn how to obtain the necessary information they would need to make an employer contact and prepares them for Competency # 10.

ASSESSMENT METHOD: This competency should be measured for mastery by using the Major Employers Worksheet or similar instrument. The trainer should review and discuss the completed worksheet with the participant. Although training notes are optional, it might be appropriate to address how well the participant was able to master this competency. For example, it could be important to note if the participant had difficulty locating the addresses and phone numbers of employers using a phone book.

(Note: Difficulty using a phone book to locate employer addresses and phone numbers may be indicative of educational deficiencies. In such cases the trainer should consider referral to appropriate remedial educational services.)

DOCUMENTATION: Once the participant has mastered this competency, the trainer shall sign and date the completed worksheet. This signed worksheet should be placed in the participant's file, along with any relevant trainer notes.

Once this competency has been mastered the trainer should initial and date the participant's Competency Attainment Record.

Competency # 8:

Demonstrates ability to identify 3 occupations of personal interest in local labor market area, and where the people in these occupations work.

DESCRIPTION: This competency is intended to help youth explore occupations of personal interest in their labor market and find out where the people in these occupations work. Many youth have never gone the next step after identifying an occupation of interest, which is to explore if and where that occupation does exist in their local labor market area. This competency is designed to help the participant gain this knowledge and the ability to do a little research (i.e. finding out where the occupation exists). It also helps the participant to gain a better general understanding of his or her local labor market.

ASSESSMENT METHOD: This competency should be measured for attainment by using the Occupations Worksheet (combined worksheet for competencies 8 and 9). The trainer should review and discuss the completed worksheet with the participant. Although trainer notes are optional, if the participant has significant difficulties mastering this competency, these should be noted.

DOCUMENTATION: Once this competency is mastered the procedure for documenting it shall involve a trainer's signature and date on the completed worksheet. This signed worksheet should be placed in the participant's file, along with any relevant trainer notes.

The trainer should also initial and date the participant's Competency Attainment Record.

Competency # 9:

Demonstrates ability to state the starting wage for each of the 3 occupations (identified in Competency # 8).

DESCRIPTION: This competency is intended to help youth find out what the starting wage is for each of the occupations identified in Competency # 8. Youth sometimes have an unrealistic idea as to what income people earn in some occupations. This competency is designed to help youth learn what income they realistically would expect to earn for particular occupations they are interested in. It is important that youth not have unrealistic expectations regarding the wage they will earn for a particular occupation. This competency will also assist participants to do some simple research and begin to problem solve as they attempt to find out a particular occupation's starting wage.

ASSESSMENT METHOD: This competency should be measured for attainment by using the Occupations Worksheet (combined worksheet for competencies 8 and 9). This competency is designed to be a preparatory competency for Competency # 10, as were Competencies # 7 and # 8. Although trainer notes are optional for this competency, they would be useful if they reflect how realistic the youth is about wages for selected occupations, and how his or her perceptions may have changed while working on this competency.

DOCUMENTATION: Once this competency is mastered, the trainer shall sign and date the completed worksheet. The trainer should place the completed worksheet and any relevant trainer notes in the participant's file.

Once this competency is mastered the trainer should initial and date the participant's Competency Attainment Record.

Competency # 10:

Demonstrates ability to contact an employer by phone, in writing and in person.

DESCRIPTION: Many youth have no experience looking for work. They often are unable to even make an initial contact properly, by phone, in writing or in person. The purpose of this competency is to enable youth to practice making an employer contact. They should learn how to present themselves, what information to request and what information to provide.

ASSESSMENT METHOD: The method for assessing the attainment of this competency shall involve the trainer's appraisal of the participant's performance in mock situations. Each participant will be required to practice each of the three methods for contacting an employer. As each does so, the trainer is responsible for recording the participant's performance in the form of trainer notes.

No specific simulation activities are suggested here for the trainer to use to train youth in this competency, as each trainer should conduct these mock situations according to his or her own style.

It is extremely important that the trainer assess how well a participant is able to use each of the three methods of contacting an employer. Thus, the trainer notes should reflect a separate appraisal/assessment for each of the three methods.

This method of assessment has been selected in order not to restrict the variety of approaches a trainer might prefer to use.

DOCUMENTATION: The procedure for documenting the attainment of this competency shall involve trainer notes. If particular worksheets or sample letters (demonstrating the ability to contact an employer in writing) are used, these should be placed in the participant's file along with the trainer notes.

Once this competency has been mastered the trainer should initial and date the participant's Competency Attainment Record.

PART 2.

MAINTENANCE OF WORK

Competencies 11 - 21

Maintenance of Work competencies focus on those abilities that demonstrate an individual's potential ability to retain employment. Employers want to hire youth who have good work habits, such as a good attendance record, completing assigned tasks on time, and use of appropriate language. All of the competencies described in this part have been determined important by employers and employment and training practitioners. Once participants have mastered these competencies their potential ability to maintain employment will have been demonstrated. That is, the youth will be able to conform and perform adequately in order to meet employer expectations and needs.

Competency # 11:

Demonstrates ability to maintain an acceptable attendance record - no unexcused absences.

DESCRIPTION: This competency is intended to enable youth to demonstrate their reliability. Employers are too often disappointed with an employee's attendance record.

After the first day of training the participant will not be allowed any unexcused absences. On the first day of training the trainer will explain this rule to the participants verbally and in writing. Each participant will be provided a set of program guidelines which explain this and other program requirements.

Participants will be told that in order to attain this competency it does not mean that they may not be absent for good reason. It does mean that if they must be absent for good reason, they must call in to the training site within one hour of when they were due. For example, if the participant was due to arrive at training by 8:00 a.m., then he or she must call in by no later than 9:00 a.m., and explain why he or she must be absent. Acceptable reasons for absence are if the participant is ill, if there is a family crisis, or they have no means of transportation and are unable to locate alternate transportation.

ASSESSMENT METHOD: This competency should be measured for attainment by using the Attendance Record Form which documents a participant's attendance over the duration of training. Trainer notes are optional for this competency, however, the

trainer may want to keep a written record along with this Attendance Record Form to document any significant problems a participant might have in meeting the program's attendance requirements. For instance, the trainer may want to record the excuses a participant gives for his or her absence.

DOCUMENTATION: The procedure for documenting the attainment of this competency shall involve the trainer's signature and date on the Attendance Record Form. This form and any relevant trainer notes should be placed in the participant's file.

Once this competency is mastered the trainer should initial and date the participant's Competency Attainment Record.

Competency # 12:

Demonstrates ability consistently to report to work/training on time - no unexcused tardiness.

DESCRIPTION: This competency is intended to enable youth to demonstrate that they are reliable, as did Competency # 11. Employers are too often disappointed with an employee's performance regarding reporting to work on time.

After the first day of training the participant will not be able to have any unexcused tardiness. On the first day of training the trainer will explain this rule to the participants verbally and in writing. Each participant will be provided a set of program guidelines which explain this and other program requirements.

Participants will be told that in order to attain this competency it does not mean that they may not be late for good reason. It does mean that if they are going to be late, they must call in to the training site within an hour of when they were due in. They also must explain why they are tardy and when they expect to arrive. Acceptable reasons for tardiness are the same as for Competency # 11. Additionally a participant will be allowed to be tardy if he or she has to keep a commitment such as a doctor's appointment.

ASSESSMENT METHOD: This competency should be measured for attainment by using the Competency Rating Record. For each day of training, the trainer must check (✓) the appropriate box on the above mentioned form; i.e. did the participant have an excused tardiness for that day, yes or no. Trainer notes are optional for this

competency, however, the trainer may want to keep a written record along with the Competency Rating Record to document any significant problems a participant might have in meeting the program's requirement for this competency. For example, the trainer may want to record the excuses participants provide for their tardiness.

DOCUMENTATION: Documentation of mastery involves simply the trainer's initials on the Competency Rating Record. The participant's Competency Rating Record and any relevant trainer notes should be placed in the participant's file.

Once this competency is mastered the trainer should initial and date the participant's Competency Attainment Record.

Competency # 13:

Demonstrates ability consistently to complete assigned tasks on time.

DESCRIPTION: This competency is intended to train participants to demonstrate that they can complete tasks assigned to them on time. This competency has been stressed by many employers. It is the trainer's responsibility to explain assignments clearly and completely. It is also the trainer's responsibility to assign tasks that are reasonable (i.e., tasks that participants will be able to complete). It is the participant's responsibility to ask questions and talk to the trainer if the task assigned is not clear, not completely explained, or unreasonable.

After the first day of training the participant will have to meet this competency requirement for the duration of the training program. On the first day of training the trainer must explain this rule to the participants verbally and in writing. Each participant will be provided a set of program guidelines which explain this and other program requirements.

ASSESSMENT METHOD: This competency should be measured for attainment by using the Competency Rating Record. For each day of training, the trainer must check (✓) the appropriate box ("yes" or "no") as to whether or not the participant has completed his or her assigned tasks on time.

Trainer notes are encouraged for this competency. The trainer may want to keep a

written record along with the Competency Rating Record, to document any discussion with the participant regarding his or her completion of assigned tasks. For instance, the trainer might want to record comments made by the participant regarding the "reasonableness" of particular tasks, or perhaps why he or she cannot complete a task. Trainer notes should provide additional information regarding how well a participant was able to complete tasks.

DOCUMENTATION: To document attainment of this competency, the trainer shall initial the Competency Rating Record. The Competency Rating Record and any relevant training notes should be placed in the participant's file.

Once this competency is mastered the trainer should initial and date the participant's Competency Attainment Record.

Competency # 14:

Demonstrates ability to use appropriate language.

DESCRIPTION: This competency is intended to train participants to demonstate they are able to use appropriate language while in training. This means participants will not be allowed to swear, or use foul or abusive language. Many employers feel employees perform poorly in this regard. Most employers believe that harmony in the work place makes for productivity and that inappropriate language is disruptive. This competency is designed so youth can demonstrate they are able to use appropriate language on the job.

After the first day of training the participant will have to follow this rule for the duration of the training program. On the first day of training the trainer must explain this competency to the participants verbally and in writing. Each participant will be provided a set of program guidelines which explains this and other program requirements.

ASSESSMENT METHOD: This competency should be measured for attainment by using the Competency Rating Record. For each day of training, the trainer must check (√) the appropriate box ("yes" or "no") as to whether the participant has complied with this program requirement.

Trainer notes are encouraged for this competency. The trainer may want to keep a written record along with the Competency Rating Record to document how well a

participant is able to comply with this rule. The trainer should record when and why the participant does not meet this competency requirement, and under what circumstances.

DOCUMENTATION: To document the attainment of this competency the trainer shall initial the Competency Rating Record. The Competency Rating Record and any relevant training notes should be placed in the participant's file.

Once this competency is mastered the trainer should initial and date the participant's Competency Attainment Record.

Competency # 15:

Demonstrates ability to request and perform work/training assignments without prompting.

DESCRIPTION: This competency is intended to train participants to demonstrate they are able to request and perform assigned tasks without prompting. This is simply expected by many employers. Employers want to hire individuals with initiative. Employers want people they can rely on to be productive without having to provide constant supervision and instruction. No firm wants to hire a worker who never or seldom works without prompting. Rather they want employees to show initiative on the job.

ASSESSMENT METHOD: This competency should be measured for attainment by using the Competency Rating Record. The trainer must rate the participant's performance each day of training by indicating whether the participant, on a scale of one to five (never = 1; seldom = 2; sometimes = 3; usually = 4; or always = 5) requested and performed his or her work without prompting. For mastery of this competency the participant must maintain an average rating of three (3) or better for the duration of the program.

Trainer notes are encouraged for this competency. It would be appropriate, for example, to note situations that occur in which the participant goes out of his or her way to perform a task. In addition, if a participant stands out because

he or she is always initiating, the trainer should indicate this positive behavior in writing.

DOCUMENTATION: Documentation of this competency shall be the trainer's initials on the Competency Rating Record. The Competency Rating Record and any relevant training notes should be placed in the participant's file.

Once this competency has been mastered the trainer should initial and date the participant's Competency Attainment Record.

Competency # 16:

Demonstrates ability to appropriately care for personal dress, grooming and hygiene.

DESCRIPTION: This competency is intended to train youth to be presentable at the work place. Some employers indicate they are embarrassed about the appearance of some of their employees. What these employers generally mean is that the employees are not dressing appropriately for the particular type of employment environment.

For this competency the youth is expected to come to training (work) in clean clothes (neatly mended if necessary), personally clean and well groomed. Most firms have some sort of dress code which usually is dependent on the type of business involved. On the first day of training the trainer must explain verbally and in writing what are the dress and grooming expectations. They will be reasonable and well within the participant's ability to meet them. Each participant will be provided a set of program guidelines which explains this and other program requirements.

ASSESSMENT METHOD: This competency should be measured for attainment by using the Competency Rating Record. For each day of training the trainer must check (✓) the appropriate box ("yes" or "no") as to whether or not the participant met the program requirement for this competency.

Trainer notes are encouraged for this competency. The trainer should note any difficulty a participant may be having in order to master this competency. For

example, a participant may have inadequate clothing. In such cases a trainer should attempt to resolve the problem, perhaps through the use of Support Service Money.

DOCUMENTATION: To document the attainment of this competency, the trainer shall initial the Competency Rating Record. The Competency Rating Record and any relevant trainer notes should be placed in the participant's file.

Once this competency is mastered the trainer should initial and date the participant's Competency Attainment Record.

Competency #17:

Demonstrates ability to maintain a positive attitude during work/ training.

DESCRIPTION: This competency is intended to train youth to maintain a positive attitude at the workplace. Employers recognize the importance of a positive attitude. They do not want employees who never, seldom or only sometimes have a positive attitude. Employers rarely expect their employees always to be positive, however, they want employees who are usually positive about their work and workplace. This competency is designed to show that youth are usually able to maintain a positive attitude during work/training.

ASSESSMENT METHOD: This competency should be measured for attainment by using the Competency Rating Record. The trainer must rate the participant's performance each day of training. Specifically, the trainer must indicate whether the youth, on a scale of one to five (never = 1; seldom = 2; sometimes = 3; usually = 4; or always = 5) maintains a positive attitude. For mastery of this competency the participant must maintain an average rating of four (4) or better for the duration of the program.

Trainer notes are encouraged for this competency. It would be appropriate, for example, to note situations that occur in which the participant does or says something of significance that is positive.

DOCUMENTATION: To document the mastery of this competency, the trainer shall initial the Competency Rating Record. The Competency Rating Record and any relevant trainer notes should be placed in the participant's file.

Once this competency has been mastered the trainer should initial and date the participant's Competency Attainment Record.

Competency #18:

Demonstrates ability to cooperate with and assist co-workers - does not interfere with the work of co-workers.

DESCRIPTION: This competency is intended to train youth to cooperate with and assist their co-workers. Very few firms expect their workers to be or become best friends, however, they do expect their workers will get along and help each other. A worker who never, seldom or only sometimes gets along with and assists co-workers is not a desirable employee to most employers. On the other hand, a worker who usually or always cooperates and assists others is desired by employers. This competency is designed to show that a participant is able to cooperate with and assist co-workers.

ASSESSMENT METHOD: This competency should be measured for attainment by using the Competency Rating Record. The trainer must rate the participant's performance each day of training. Specifically, the trainer must indicate whether the youth, on a scale of one to five (never = 1; seldom = 2; sometimes = 3; usually = 4; or always = 5) cooperates with and helps his or her co-workers. For mastery of this competency the participant must maintain an average rating of four (4) or better for the duration of the program.

Trainer notes are encouraged for this competency. It would be appropriate, for example, to note situations in which the participant does something out

of the ordinary which helps his or her co-workers. If the participant does or says something that fosters a cooperative, cohesive work group, this should also be recorded in writing.

DOCUMENTATION: To document the attainment of this competency, the trainer shall initial the Competency Rating Record. The Competency Rating Record and any relevant trainer votes should be placed in the participant's file.

Once this competency has been mastered the trainer should initial and date the participant's Competency Attainment Record.

Competency #19:

Demonstrates ability consistently to follow instructions.

DESCRIPTION: This competency is intended to train youth to follow instructions. Employers rely on workers who are able to accept and carry out their directions. A worker who never, seldom or only sometimes is able to follow directions is not desirable to employers. Yet a worker who usually or always is able to act this way is desired by employers. This competency is designed to show that a participant is capable to follow instructions consistently.

ASSESSMENT METHOD: This competency should be measured for attainment by using the Competency Rating Record. The trainer must rate the participant's performance for each day of training. Specifically, the trainer must indicate whether the youth, on a scale of one to five (never = 1; seldom = 2; sometimes = 3; usually = 4; or always = 5) is able to follow instructions. For mastery of this competency the participant must maintain an average rating of four (4) or better for the duration of the program.

Trainer notes are encouraged for this competency. It would be appropriate, for instance, to note how well a participant does on different assignments. Are there particular types of instructions for assignments that the participant has a difficult time following (e.g.; verbal instructions, written

instructions, etc.). A participant's proficiencies or difficulties should be noted in writing to supplement the Rating Record.

DOCUMENTATION: To document the mastery of this competency, the trainer shall initial the Competency Rating Record. The Competency Rating Record and any relevant trainer notes should be placed in the participant's file.

Once this competency has been mastered the trainer should initial and date the participant's Competency Attainment Record.

Competency #20:

Demonstrates ability to work under supervision.

DESCRIPTION: This competency is intended to train youth to work under supervision. At an entry level it is extremely rare for an employee to work without supervision. Thus it is important to employers and supervisors that youth be able to work under supervision. No employer desires an employee who refuses supervision, seldom or only sometimes accepts supervision. Employers are satisfied with employees who usually or always work well under supervision.

ASSESSMENT METHOD: This competency should be measured for attainment by using the Competency Rating Record. The trainer must rate the performance of a participant for each day of training. Specifically, the trainer must indicate whether the participant, on a scale of one to five (never = 1; seldom = 2; sometimes = 3; usually = 4; or always = 5) works well under supervision. For mastery of this competency the youth must maintain an average rating of four (4) or better for the duration of the program.

Trainer notes are encouraged for this competency. For instance, does the participant seem to appreciate being supervised or is this supervision

resented and avoided. The way in which the youth relates to a supervisor is particularly important to record in writing. The trainer's notes for this should serve as supplemental information to the Competency Rating Record.

DOCUMENTATION: To document the mastery of this competency, the trainer shall initial the Competency Rating Record. The Competency Rating Record and any relevant trainer notes should be placed in the participant's file.

Once this competency has been mastered the trainer should initial and date the participant's Competency Attainment Record.

Competency #21:

Demonstrates ability to accept constructive criticism.

DESCRIPTION: This competency is intended to train the youth to accept constructive criticism. At an entry level of employment there is a lot that a youth needs to learn. Employers expect their workers will make mistakes. However, they also expect their workers to be able to accept constructive criticism in order to correct and prevent such mistakes from occurring over and over. An employee who never, seldom or only sometimes is able to accept criticism is not a desirable employee for most firms. However, a worker who usually or always accepts constructive criticism is desired by employers.

ASSESSMENT METHOD: This competency should be measured for attainment by using the Competency Rating Record. The trainer must rate the participant's performance each day of training. Specifically, the trainer must indicate whether the participant, on a scale of one to five (never = 1; seldom = 2; sometimes = 3; usually = 4; or always = 5) accepts constructive criticism. For mastery of this competency the participant must maintain an average rating of four (4) or better for the duration of the program.

Trainer notes are encouraged for this competency. It is particularly important for the trainer to maintain a written record regarding how a participant reacts to constructive criticism (e.g., is the criticism accepted and appreciated, or is the participant defensive). The way a participant responds to constructive criticism is something the trainer should keep a written record of in order to supplement the Competency Rating Record.

DOCUMENTATION: To document the mastery of this competency, the trainer shall initial the Competency Rating Record. The Competency Rating Record and any relevant trainer notes should be placed in the participant's file.

Once this competency has been mastered the trainer should initial and date the participant's Competency Attainment Record.

PART 3.

LIFE MANAGEMENT

Competencies 22 & 23

Life Management competencies focus on those abilities that demonstrate an individual's proficiency at problem solving and participating in the program free from substance use. Other competencies could be developed for this stage of employability development. However, the two that were chosen were determined as minimal competencies that employers would require of their employees. Employers and employment and training practitioners decided other Life Management proficiencies were not essential for this competency system. They felt that if participants were having difficulty with such things as providing for personal needs, these areas of difficulty should be addressed through counseling.

Competency #22:

Demonstrates ability to participate in work/training free from substance use.

DESCRIPTION: This competency is intended to train youth regarding the importance of their performing on the job free from substance use. This means the participant is expected to participate in the program free from the effects of alchohol or drugs. This does not mean that the youth may not take prescribed medication. Employers do not allow their employees to use or have their work affected by alcohol or drugs for safety and performance reasons. The same holds true for this program and is the basis for having this competency.

On the first day of training the trainer must explain this competency to the participant verbally and in writing. After the first day of training the participant is expected to follow this rule for the duration of the program. Each participant will be provided with a set of program guidelines which explains this and other program requirements.

ASSESSMENT METHOD: This competency should be measured for attainment by using the Competency Rating Record. For each day of training the trainer must check (✓) the appropriate box ("yes" or "no") as to whether the participant has followed this program requirement.

Trainer notes are encouraged for this competency when appropriate. The trainer should note in writing any difficulty a participant may have regarding substance use. Should a participant not follow this program requirement the trainer should document in writing the circumstances around this rule violation. These written notes should serve as a supplement to the Competency Rating Record.

DOCUMENTATION: To document the attainment of this competency, the trainer shall initial the Competency Rating Record. The Competency Rating Record and any trainer notes should be placed in the participant's file.

Once this competency has been mastered the trainer should initial and date the participant's Competency Attainment Record.

Competency #23:

Demonstrates problem solving ability.

DESCRIPTION: This competency is intended to help train youth to problem solve related to work. Many employers value workers who have this ability, which means business will be conducted more efficiently and with fewer problems. If youth can demonstrate this ability it means they could have an advantage over other candidates for a particular job. This competency is designed to show that a participant has the ability to problem solve in a work/training setting.

ASSESSMENT METHOD: This competency should be measured for attainment by using the following or similar instruments:

1. Problem Solving Worksheets
2. Problem Solving Contract Form

In the case of the first instrument the trainer should review and discuss the completed worksheets with the participant(s). These worksheets lend themselves well to group discussion; however group discussion may not be an essential activity and its use is up to the discretion of the trainer.

In the case of using the Problem Solving Contract, the trainer should develop a problem solving agreement with the participant.

For mastery of this competency the participant must complete the above worksheets. The trainer should appraise how well the participant performed related to this competency. Trainer notes are encouraged. The trainer might want a written record which characterizes the style in which a participant approaches solving problems. For instance, does the youth solicit the help of others, is he or she assertive, or is the youth resourceful? These differences are important and should be recorded in writing.

DOCUMENTATION: To document the attainment of this competency the trainer shall sign and date the completed worksheet. These signed worksheets should be placed in the participant's file, along with any relevant trainer notes.

Once this competency has been mastered the trainer should initial and date the participant's Competency Attainment Record.

NOTE:

The Pre-Employment Skills Competencies presented in this narrative are currently designed for youth under the Job Training Partnership Act. Eventually they should be modified for use with adults.

SECTION IV

COMPETENCY FORMS

FOR

MEASUREMENT AND DOCUMENTATION

On the next four pages all twenty-three (23) competencies are compiled and presented in an abridged format.

PRE-EMPLOYMENT SKILLS COMPETENCIES

COMPETENCY	ASSESSMENT METHOD	DOCUMENTATION FOR CERTIFICATION
ACQUISITION OF WORK		
1. Demonstrates ability to identify personal interest areas as outlined by Holland's Self-Directed Search or similar instrument.	1. -Holland's Self-Directed search. -United States Employment Service "Interest Check List" -United States Employment Service "Interest Inventory"	1. List of interests and/or instrument summary sheet and/or record of tool used.
2. Demonstrates ability to identify at least 2 personal strengths and at least 3 vocational or educational skills.	2. Trainer review of worksheet; and Trainer appraisal.	2. List of strength/skills and Trainer notes.
3. Demonstrates ability to classify and rank personal work related values.	3. Discover Program or Values checklist and Trainer appraisal.	3. Results of Discover or Values worksheet and Trainer notes.
4. Demonstrates ability to identify most significant barrier(s) to employment.	4. Barriers worksheet and Trainer appraisal.	4. List of Barriers and Trainer notes.
5. Demonstrates ability to complete a job application.	5. Completed Job Application reviewed and determined complete by the Trainer.	5. Completed job application.
6. Demonstrates ability to identify the town(s) in which client prefers work.	6. List of towns reviewed and discussed with Trainer.	6. List of towns.

COMPETENCY	ASSESSMENT METHOD	DOCUMENTATION FOR CERTIFICATION
7. Demonstrates ability to identify at least 3 major employers in local labor market area and can find and write their address and phone numbers.	7. List of major employers, their address and phone numbers reviewed by Trainer.	7. List of employers, with their addresses and phone numbers.
8. Demonstrates ability to identify 3 occupations of personal interest in local labor market area, and where the people in these occupations work.	8. List of occupations and employers reviewed and discussed with Trainer.	8. List of occupations and employers.
9. Demonstrates ability to state the starting wage for each of the 3 occupations (identified in competency 8).	9. Worksheet reviewed by Trainer.	9. Worksheet.
10. Demonstrates ability to contact an employer by phone, in writing and in person.	10. Trainer assessment/appraisal of the individual's performance in a mock situation.	10. Trainer notes.
WORK MAINTENANCE		
11. Demonstrates ability to maintain an acceptable attendence record - no unexcused absences.	11. Trainer review of attendance record.	11. Attendence record.

COMPETENCY	ASSESSMENT METHOD	DOCUMENTATION FOR CERTIFICATION
12. Demonstrates ability consistently to report to work/ training on time - no unexcused tardiness.	12. Trainer appraisal and Trainer rating.	12. Trainer notes and Competency Rating Record.
13. Demonstrates ability consistently to complete assigned tasks on time.	13. Trainer appraisal and Trainer rating.	13. Trainer notes and Competency Rating Record.
14. Demonstrates ability to use appropriate language.	14. Trainer appraisal and Trainer rating.	14. Trainer notes and Competency Rating Record.
15. Demonstrates ability to request and perform work/training assignments without prompting.	15. Trainer appraisal and Trainer rating.	15. Trainer notes and Competency Rating Record.
16. Demonstrates ability to appropriately care for personal dress, grooming and hygiene.	16. Trainer appraisal and Trainer rating.	16. Trainer notes and Competency Rating Record.
17. Demonstrates ability to maintain a positive attitude during work/ training.	17. Trainer appraisal and Trainer rating.	17. Trainer notes and Competency Rating Record.
18. Demonstrates ability to cooperate with and assist co-workers - does not interfere with work of co-workers.	18. Trainer appraisal and Trainer rating.	18. Trainer notes and Competency Rating Record.

COMPETENCY	ASSESSMENT METHOD	DOCUMENTATION FOR CERTIFICATION
19. Demonstrates ability consistently to follow instructions.	19. Trainer appraisal and Trainer rating.	19. Trainer notes and Competency Rating Record.
20. Demonstrates ability to work under supervision.	20. Trainer appraisal and Trainer rating.	20. Trainer notes and Competency Rating Record.
21. Demonstrates ability to accept constructive criticism.	21. Trainer appraisal and Trainer rating.	21. Trainer notes and Competency Rating Record.
LIFE MANAGEMENT		
22. Demonstrates ability to participate in work/training free from substance use.	22. Trainer appraisal and Trainer rating.	22. Trainer notes and Competency Rating Record.
23. Demonstrates problem solving ability.	23. Trainer assessment/appraisal of the individual's performance in a mock situation or other appropriate activity.	23. Trainer notes. and/or Completed Activity Worksheets

In the following portion of this document all of the measurement and documentation forms discussed in Section III are provided.

Again it should be stated that a trainer may substitute other instruments for the ones provided. However, these substitute forms must adequately measure and document the particular competency being addressed.

COMPETENCY ATTAINMENT RECORD

Participant Name: _____ S.S.#: _____

Date Enrolled: _____ Local Office: _____

	Date Mastered	Trainer Initial
COMPETENCY # 1		
COMPETENCY # 2		
COMPETENCY # 3		
COMPETENCY # 4		
COMPETENCY # 5		
COMPETENCY # 6		
COMPETENCY # 7		
COMPETENCY # 8		
COMPETENCY # 9		
COMPETENCY # 10		
COMPETENCY # 11		
COMPETENCY # 12		
COMPETENCY # 13		
COMPETENCY # 14		
COMPETENCY # 15		
COMPETENCY # 16		
COMPETENCY # 17		
COMPETENCY # 18		
COMPETENCY # 19		
COMPETENCY # 20		
COMPETENCY # 21		
COMPETENCY # 22		
COMPETENCY # 23		

I certify the above to be an accurate record of competency attainment for the above mentioned participant.

ETA 350A 5-84

_____ _____

(Trainer Signature) (Date)

COMPETENCY # 1

HOLLAND'S SELF DIRECTED SEARCH

This material is copyright protected. Thus it could not be copied for inclusion in this packet. Vermont has an ample supply of these materials. They can be obtained through a request to Central Office for Vermont Job Service.

Note: These materials can also be obtained directly from the publisher:

Consulting Psychoiogists Press
577 College Avenue
Palo Alto, California 94306

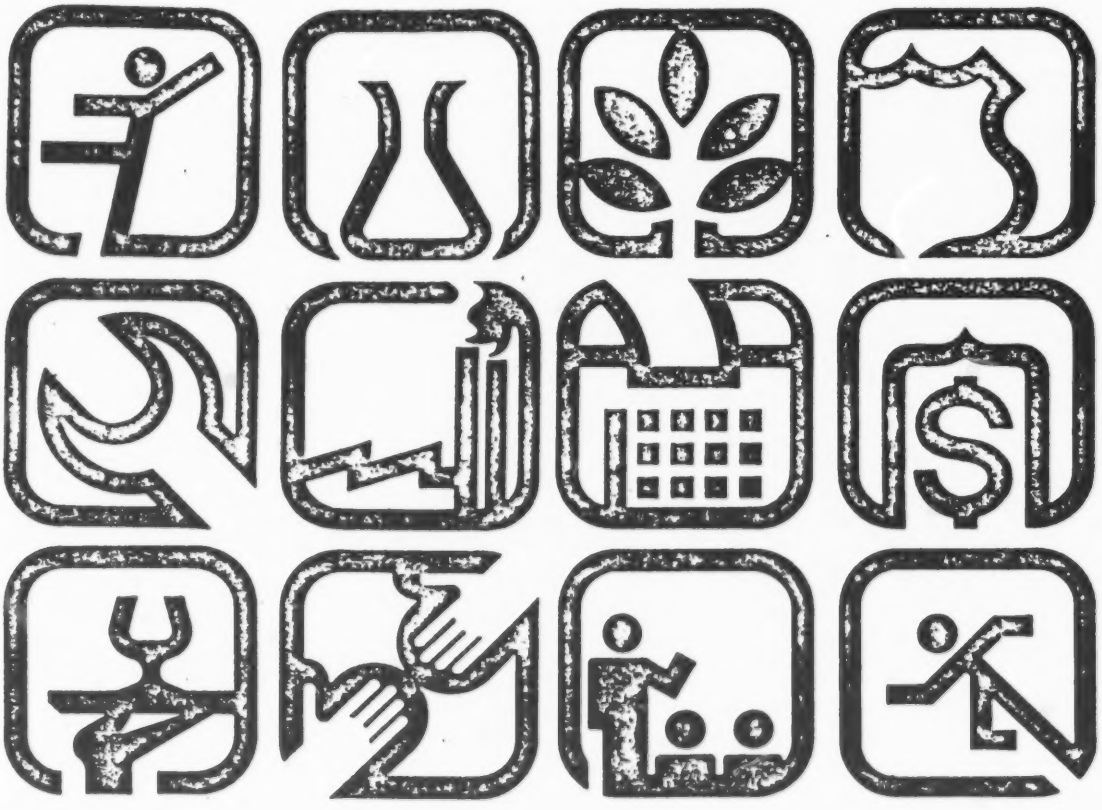
Interest Check List

COMPETENCY #1

TRAINER SIGNATURE: _____

DATE: _____

U.S. Department of Labor
Employment and Training Administration
U.S. Employment Service
1979



Name _____

Address or School _____

_____

_____ Date _____

It is important to all of us that we like our jobs; doing so will increase our chances of success.

This Interest Check List may help you decide what kinds of work you would like to do. It lists activities that are found in a broad range of industries and occupations in the United States today.

Read each of the statements carefully. If you think you would "like" to do this kind of activity, make a check ✓ under the "L"; if you "don't like" the activity, make a ✓ under the "D"; if you are not certain whether you would like the activity or not, make a ✓ under the "?". After you have checked each activity, go back and double check ✓✓ at least *five* activities that you think you would like most to do.

You may check an activity even if you do not have training or experience for it, if you think you would enjoy the work. Check the "?" *only* when you cannot decide whether you would like or dislike the activity, or when you do not know what the activity is.

There are no right or wrong answers. Check each activity according to how *you* feel about it. The more the counselor knows about your likes and dislikes, the more he or she will be able to help you in thinking about a career.

Now turn the page and begin.

Read each of the items below and indicate how you feel about the activity described by placing a check ✓ under

L (Like)	? (Uncertain)	D (Dislike)

		L	?	D
01.01	Write short stories or articles			
	Edit work of writers			
	Write reviews of books or plays			
01.02	Teach classes in oil painting			
	Carve figures of people or animals			
	Design artwork for magazines			
01.03	Direct plays			
	Perform magic tricks in a theater			
	Announce radio or television programs			
01.04	Conduct a symphony orchestra			
	Compose or arrange music			
	Play a musical instrument			
01.05	Create routines for professional dancers			
	Dance in a variety show			
	Teach modern dance			
01.06	Restore damaged works of art			
	Carve designs in wooden blocks for printing greeting cards			
	Design and paint signs			
01.07	Analyze handwriting and appraise personality			
	Introduce acts in a circus			
	Guess weight of people at a carnival			
01.08	Model clothing for customers			
	Pose for a fashion photographer			
	Be a stand-in for a television star			
02.01	Develop chemical processes to solve technical problems			
	Analyze data on weather conditions			
	Develop methods to control air or water pollution			
02.02	Study causes of animal diseases			
	Develop methods for growing better crops			
	Develop new techniques to process foods			
02.03	Examine teeth and treat dental problems			
	Diagnose and treat sick animals			
	Give medical treatment to people			
02.04	Prepare medicines according to prescription			
	Study blood samples using a microscope			
	Test ore samples for gold or silver content			
03.01	Manage a beef or dairy ranch			
	Operate a commercial fish farm			
	Manage the use and development of forest lands			

		L	?	D
03.02	Supervise farm workers			
	Supervise a logging crew			
	Supervise a park maintenance crew			
03.03	Train horses for racing			
	Feed and care for animals in a zoo			
	Bathe and groom dogs			
03.04	Pick vegetables on a farm			
	Catch fish as a member of a fishing crew			
	Trim branches and limbs from trees			
04.01	Direct police activities			
	Issue tickets to speeding motorists			
	Enforce fish and game laws			
04.02	Guard inmates in a prison			
	Guard money in an armored car			
	Fight fires to protect life and property			
05.01	Plan and design roads and bridges			
	Design electrical equipment			
	Plan construction of a water treatment plant			
05.02	Direct operations of a power plant			
	Direct construction of buildings			
	Supervise operations of a coal mine			
05.03	Survey land to determine boundaries			
	Make drawings of equipment for technical manuals			
	Operate a radio transmitter			
	Design and draft master drawings of automobiles			
	Direct air traffic from an airport control tower			
	Conduct water pollution tests			
05.04	Pilot a commercial aircraft			
	Operate a ferry boat			
	Be captain of an oil tanker			
05.05	Build frame houses			
	Make and repair dentures			
	Prepare and cook food in a restaurant			
	Plan, install and repair electrical wiring			
	Repair and overhaul automobiles			
	Set up and operate printing equipment			
05.06	Operate generators at an electric plant			
	Operate boilers to heat a building			
	Operate water purification equipment			
05.07	Inspect fire-fighting equipment			
	Inspect aircraft for mechanical safety			
	Grade logs for size and quality			

Go on to the next page

		L	?	D
05.08	Drive a tractor-trailer truck			
	Operate a locomotive			
	Operate a motorboat to carry passengers			
05.09	Prepare items for shipment and keep records			
	Receive, store and issue merchandise			
	Record amount and kind of cargo on ships			
05.10	Develop film to produce negatives or prints			
	Repair small electrical appliances			
	Paint houses			
05.11	Operate a bulldozer to move earth			
	Operate a crane to move materials			
	Operate an oil drilling rig			
05.12	Recap automobile tires			
	Operate a duplicating or copying machine			
	Clean and maintain office buildings			
06.01	Set up and operate a lathe to cut and form metal			
	Drill tiny holes in industrial diamonds			
	Hand polish optical lenses			
06.02	Operate a drill press			
	Operate a power saw in a woodworking factory			
	Assemble refrigerators and stoves in a factory			
	Operate a power sewing machine to make clothing			
	Operate a dough-mixing machine for making bread			
	Assemble electronic components			
06.03	Inspect bottles for defects			
	Sort fruit according to size			
	Test electronic parts before shipment			
06.04	Operate a grinding machine in a factory			
	Work on a factory assembly line			
	Operate a machine that fills containers			
	Hand package materials and products			
	Assemble parts to make venetian blinds			
	Drive a fork-lift truck to move materials in a factory			
07.01	Take dictation, type and handle business details			
	Search records to verify land ownership			
	Maintain records on real estate sales			
07.02	Maintain charge account records			
	Keep time card records			
	Compute average weekly production from daily records			
07.03	Receive and pay out money in a bank			
	Sell tickets at places of entertainment			
	Operate a cash register in a grocery store			

		L	?	D
07.04	Answer questions at an information counter			
	Operate a telephone switchboard			
	Interview persons wanting to open checking accounts			
07.05	Check typewritten material for errors			
	Compile and maintain employee records			
	Deliver mail to homes and businesses			
07.06	Type letters and reports			
	Operate a computer typewriter to send or receive information			
	Operate a billing machine to prepare customer bills			
07.07	File office correspondence			
	Locate and replace library books on shelves			
	Handstamp return addresses on envelopes			
08.01	Sell telephone and other communication equipment			
	Sell newspaper advertising space			
	Select and buy fruits and vegetables for resale			
08.02	Sell automobiles			
	Demonstrate products at a trade exhibit			
	Sell articles at auction to highest bidder			
08.03	Sell merchandise from door to door			
	Sell candy and popcorn at sports events			
	Persuade night club customers to pose for pictures			
09.01	Supervise activities of children at vacation camp			
	Greet and seat customers in a restaurant			
	Serve meals and beverages to airline passengers			
09.02	Give haircuts			
	Style, dye and wave hair			
	Give scalp-conditioning treatments			
09.03	Drive a bus			
	Drive a taxi cab			
	Teach automobile driving skills			
09.04	Wait on tables in a restaurant			
	Park automobiles			
	Cash checks and give information to customers			
09.05	Check passenger baggage			
	Help hotel guests get taxi cabs			
	Operate a carnival ride			
10.01	Plan and carry out religious activities			
	Work with juveniles on probation			
	Help people with personal or emotional problems			

Go on to the next page

		L	?	D
10.02	Provide nursing care to hospital patients			
	Plan and give physical therapy treatment to patients			
	Teach the blind to read braille			
10.03	Give hearing tests			
	Care for children in an institution			
	Prepare patients for examination by a physician			
11.01	Plan and write computer programs to help solve scientific problems			
	Plan collection and analysis of statistical data			
	Apply knowledge of statistics to set insurance rates			
11.02	Teach courses in high school			
	Teach vocational education courses			
	Manage the library program for a community			
11.03	Do research to develop new teaching methods			
	Do research to understand social problems			
	Review and analyze economic data			
11.04	Serve as a court judge			
	Advise clients on legal matters			
	Settle wage disputes between labor and management			
11.05	Manage a department of a large company			
	Plan and direct work of a government office			
	Purchase supplies and equipment for a large firm			
11.06	Examine financial records to determine tax owed			
	Approve or disapprove requests for bank loans			
	Buy and sell stocks and bonds for clients			

		L	?	D
11.07	Direct administration of a large hospital			
	Serve as principal of a school			
	Direct operations of a museum			
11.08	Write news stories for publication or broadcast			
	Broadcast news over radio or television			
	Direct operations of a newspaper			
11.09	Plan advertising programs for an organization			
	Direct fund raising for a non-profit organization			
	Lobby for or against proposed legislation			
11.10	Direct investigations to enforce banking laws			
	Inspect work areas to detect unsafe working conditions			
	Inspect cargo to enforce customs laws			
11.11	Manage a hotel or motel			
	Direct activities of a branch office of an insurance company			
	Manage a grocery, clothing or other retail store			
11.12	Investigate and settle insurance claims			
	Obtain leases for outdoor advertising sites			
	Sign entertainers to theater or concert contracts			
12.01	Manage a professional baseball team			
	Referee sporting events			
	Drive in automobile races			
12.02	Perform as a trapeze artist in a circus			
	Perform stunts for movie or television scenes			
	Perform juggling feats			

NOW, GO BACK AND DOUBLECHECK AT LEAST FIVE ACTIVITIES THAT YOU WOULD MOST LIKE TO DO

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Washington, D.C. 20402

Stock Number 02?-013-00003-4

USES Interest Inventory

COMPETENCY #1

TRAINER SIGNATURE: _____

DATE: _____

U.S. Department of Labor
Employment and Training Administration
U.S. Employment Service
1981

Name _____

Address or School _____

_____

_____ Date _____

Age (years)___ Education (years) ___

Sex: male ___ female ___

Instructions for completing the inventory:

This interest inventory will help you to decide what kinds of work you would like to do. It contains a list of activities and occupational titles, beginning on the next page.

Read each item carefully and decide whether or not you would like to do the activity described. Don't think about how much money you would make or whether you have enough education or training for it. And don't be concerned about whether the activity or occupation has been commonly thought of as "male" or "female". Rather consider each activity as open to members of both sexes.

Here is how to mark your choices:

If you think you would **like** the activity or occupation, make a check ✓ under the **"L"**.

If you think you would **dislike** it, make a check ✓ under the **"D"**.

If you are **not sure** whether you would like it, make a check ✓ under the **"?"**. Check here **only** when you do not know what the activity is, or when you just can't decide whether or not you would like it.

If you want to change an answer, erase completely before marking another answer.

The list of work activities and occupational titles begins on the following page. Start with Number 1 and continue until you have finished all of the items on that page. Then do the other two pages in the same way until you have answered all of the 162 items.

Turn the page and begin

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Show how you would like each activity by placing a check ✓ under L [Like], ? [Not Sure], or D [Dislike].

	L	?	D
1 Draw cartoons for newspapers			
2 Write novels			
3 Perform surgical operations			
4 Diagnose and treat vision problems			
5 Supervise groundkeepers in a plant nursery			
6 Grow plants in a nursery			
7 Guard airport security			
8 Issue tickets to speeding motorists			
9 Build frame houses			
10 Plan and design roads and bridges			
11 Assemble toys in a factory			
12 Inspect knitted goods for defects			
13 Take dictation in shorthand			
14 Check typewritten material for errors			
15 Sell merchandise door-to-door			
16 Do sales work			
17 Serve food to cafeteria customers			
18 Provide room service to hotel guests			
19 Teach occupational skills to disabled patients			
20 Care for the elderly			
21 Manage an employment office			
22 Design achievement tests for schools			
23 Play professional sports			
24 Start horse races			
25 Paint portraits of famous persons			
26 Play a musical instrument			
27 Prepare medicines according to prescription			
28 Help scientists with laboratory work			
29 Raise worms for sale to sports fishermen			
30 Prune ornamental shrubs			
31 Teach in a police academy			
32 Patrol assigned area in a police car			
33 Repair aircraft engines			
34 Repair radios and television sets			
35 Assemble pre-cut magazine racks			
36 Inspect bottles for defects			
37 Keep records of schedules for a bus company			
38 Operate a telephone switchboard			
39 Sell automobiles			
40 Sell office equipment			
41 Help hotel guests get taxicabs			
42 Sell gas and oil at a service station			
43 Teach a blind person to read braille			
44 Care for people who cannot care for themselves			
45 Purchase supplies for a large firm			
46 Conduct studies on economics			
47 Sky dive by parachute			
48 Drive in automobile races			
49 Produce sound effects for TV programs			
50 Do artistic work			
51 Study the structure of the human body			
52 Analyze prescription drugs in a research laboratory			
53 Work outside with plants and animals			
54 Raise poultry for market			
55 Protect other people			
56 Guard money in an armored car			
57 Lay bricks to make walls			
58 Repair and install locks			
59 Sew labels in garments			
60 Assemble watches on a production line			
61 Type addresses on envelopes			
62 Make change and cash checks in a bank			
63 Sell houses			
64 Sell life insurance			
65 Direct people to tables in a restaurant			
66 Give day care service to children			
67 Care for mentally retarded patients			
68 Prepare descriptions of job duties			
69 Administer federal census programs			
70 Ride a bucking bronco in a rodeo			
71 Perform high diving feats			

Go on to the next page

	L	?	D
72 Sing popular songs before an audience			
73 Conduct a symphony orchestra			
74 Do laboratory test to identify diseases			
75 Conduct experiments on chemical problems			
76 Treat diseased trees			
77 Train guide dogs for the blind			
78 Patrol public campgrounds			
79 Join the National Guard			
80 Install flooring in houses			
81 Be an engineering drafter			
82 Work on a factory assembly line			
83 File letters in an office			
84 Keep time card records			
85 Sell automobile association memberships			
86 Sell food from a lunch truck			
87 Teach retarded children how to read			
88 Teach in kindergarten			
89 Direct a social service agency			
90 Manage a bank department			
91 Teach surfboard riding			
92 Ride race horses professionally			
93 Design sets for plays			
94 Compose or arrange music			
95 Be a biologist			
96 Be a dentist			
97 Breed tropical fish commercially			
98 Raise fur-bearing animals for profit			
99 Investigate crimes			
100 Investigate causes of fire			
101 Be an electronics technician			
102 Be a camera repairer			
103 Inspect new rugs for flaws			
104 Perform secretarial duties			
105 Operate an adding machine			
106 Sell merchandise over the telephone			
107 Wait on tables in a restaurant			
108 Plan physical exercises for disabled patients			
109 Perform nursing duties in a hospital			
110 Teach courses in a high school			
111 Do high level white-collar work			
112 Perform feats of daring on the high wire			
113 Perform as a trapeze artist in a circus			
114 Restore works of art			
115 Develop ideas for TV commercials			
116 Be a family physician			
117 Feed and care for animals in a zoo			
118 Raise vegetables for market			
119 Be a parking enforcement officer			
120 Take a machine shop course			
121 Refinish furniture			
122 Sort fruit according to size			
123 Be a bookkeeper			
124 Operate a hand calculator			
125 Solicit newspaper advertising			
126 Usher in a theater			
127 Be a recreational therapist			
128 Take a person to the doctor			
129 Be a personnel director			
130 Be a college professor			
131 Manage a professional baseball team			
132 Perform juggling feats			

Go on to the next page

	L	?	D
133 Be an art teacher			
Be a radio announcer			
135 Tour a comprehensive health clinic			
136 Be a dairy farmer			
137 Raise dogs or cats			
138 Be a building security officer			
139 Paint the outside of a house			
140 Take a course in wood-working			
141 Fold handkerchiefs in a factory			
142 Record rent payments			
143 Be a household appliances salesperson			
144 Deliver newspapers to homes			
145 Do volunteer work with the mentally ill			
146 Help someone into and out of a wheelchair			
147 Be in charge of finances for a club			
148 Take a course in business law			
149 Perform stunts with an airplane			
150 Be a professional sports scout			

	L	?	D
151 Be a motion picture director			
152 Take a course in physics			
153 Tour a tree nursery			
154 Assist on volunteer citizens patrol			
155 Replace a faucet washer			
156 Operate a steam clothes presser			
157 Type or write reports			
158 Be a traveling sales representative			
159 Check coats and hats in a restaurant			
160 Do volunteer work for the Red Cross			
161 Lead a community group			
162 Be a professional golfer			

01	
02	
03	
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05	
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09	
10	
11	
12	

NOW GO BACK AND MAKE SURE YOU HAVE ANSWERED EVERY ITEM.

Competency #2

STRENGTHS AND SKILLS DOCUMENTATION FORM

NAME: _____

DATE: _____

Please describe two (2) of your personal strengths in the space below:

1. _____

_____

_____

2. _____

_____

_____

Please describe at least three (3) vocational and/or educational skills you have or are developing:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

_____ _____

(Trainer Signature) (Date)

ETA 352 5-84

COMPETENCY # 2 STRENGTHS CHECKLIST

NAME:_____ TRAINER SIGNATURE:_____

DATE:_____ DATE:_____

Instructions: In which of the following areas do you rate yourself as "G" = Good, "A" = Average, or "P" = Poor? Place the appropriate letter in the blank beside each of the following statements.

____ Ability to use words and ideas expressed in words.

____ Ability to use numbers and ideas expressed in mathmatical terms.

____ Physical coordination/dexterity.

____ Social ability - ability to get along with others.

____ Physical stamina or strength.

____ Ability to understand the thoughts and feelings of others.

____ Ability to follow directions

____ Ability to organize different elements to reach a goal.

____ Artistic ability.

____ Scientific ability.

____ Mechanical ability - having good hand/eye coordination.

____ Leadership ability.

COMPETENCY # 2 PERSONAL CHARACTERISTICS WORKSHEET

NAME: _____ TRAINER SIGNATURE: _____

DATE: _____ DATE: _____

This is a list of typical personal characteristics. Check off any that you possess that will interest an employer in your field. You may want to add a few characteristics that aren't on this list.

_____ Alert

_____ Warm, friendly, likable, outgoing

_____ Inquisitive (curious)

_____ Careful about work, competent, take pride, have high standards

_____ Willing worker, hard-working

_____ Reliable, steady, dependable

_____ Eager, energetic, active

_____ Neat, concise

_____ Work well under pressure

_____ Good leader

_____ Motivated, self-starting

_____ Trustworthy, honest, sincere

_____ Quiet

_____ Bright

_____ Efficient, effective

_____ Mature

_____ Confident

_____ Loyal, hard working

_____ Can make decisions

_____ Positive attitude, optimistic, enthusiastic

_____ Care about others

_____ Good listner

_____ Artistic

_____ Punctual (get to places on time)

_____ Flexible

_____ Polite

_____ Able to persuade, tactful

_____ Patient, relaxed

_____ Articulate, well-spoken

_____ Thorough

_____ Plan for the future, career oriented

_____ Like challenges

_____ Experienced, able, knowledgeable, skilled, talented

_____ Take instructions well

Statement of my personal characteristics. (Keep it short. No more than 4 or 5 sentences.) Use the back of this sheet if necessary.

_____

_____

_____

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COMPETENCY # 2 SKILLS INVENTO

NAME: _____ TRAINER SIGNA

DATE: _____ DATE: _____

_____ Advise	_____ Fix/Repair
_____ Arrange	_____ Frame
_____ Assemble	_____ Grade
_____ Build	_____ Grind
_____ Calculate	_____ Good listener
_____ Carve	_____ Hire
_____ Clean	_____ Imagine
_____ Communicate	_____ Inspect
_____ Cook	_____ Install
_____ Create	_____ Influence
_____ Cut	_____ Landscape
_____ Dance	_____ Learn quickly
_____ Deliver	_____ Lift
_____ Design	_____ Make people laugh
_____ Develop	_____ Manual dexterity
_____ Direct	_____ Manipulate
_____ Draft	_____ Measure
_____ Draw	_____ Navigate
_____ Drill	_____ Negotiate
_____ Drive	_____ Nurse
_____ Encourage	_____ Operate
_____ Entertain	_____ Order
_____ File	_____ Organize
_____ Fire	_____ Perform

Add your own words to the above list on the back of

LS INVENTORY WORKSHEET

NER SIGNATURE: _____

: _____

air

stener

ce

pe

nickly

ople laugh

dexterity

ate

e

e

_____ Persuade

_____ Plan

_____ Plant

_____ Play an instrument

_____ Print

_____ Produce

_____ Read

_____ Record

_____ Replace

_____ Reproduce

_____ Sand

_____ Sell

_____ Sing

_____ Solder

_____ Supervise

_____ Tactful

_____ Teach

_____ Trim

_____ Troubleshoot

_____ Type

_____ Wash

_____ Weigh

_____ Write

_____ Upholster

e back of this sheet.

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COMPETENCY #2

ABILITIES ESTIMATE WORKSHEET

NAME: _____ TRAINER SIGNATURE: _____

DATE: _____ DATE: _____

	Very high A	High B	Average C	Low D	Very low E
1. *Analytical Ability.* Able to make decisions based on careful and logical study of a situation. Has ability to analyze a problem and come to a conclusion in a reasonable time.					
2. *Artistic Ability.* Capable of repeatedly producing above-average artistic renditions and/or arrangements.					
3. *Business Ability.* Being able to skillfully buy and sell materials and/or services to realize a profit and to be able to set up a situation in which this can take place.					
4. *Concentration Capabilities.* Ability to spend long periods of time in the consideration of a situation or problem.					
5. *Creative Ability.* Able to comprehend new, different, or unusual ways of producing objects or performing procedures.					
6. *Emotional Capabilities.* Able to work under conditions involving tension, exacting requirements, and/or inferior facilities.					
7. *Financial Ability.* Able to accumulate and disperse sufficient money to meet obligations with a minimum amount of waste and inconvenience.					
8. *Health and Physical Conditions.* Able to perform labor procedures for extended periods of time under varied conditions and in all kinds of environments.					
9. *Mathematical Ability.* Able to accurately compute problems involving numbers and their relationships.					

	Very high A	High B	Average C	Low D	Very low E
10. *Mechanical Ability.* Able to skillfully operate machines and equipment and to repair and maintain them in good condition.					
11. *Musical Ability.* Able to read music and repeatedly present a vocal or instrumental performance of above-average quality.					
12. *Office Skills.* Able to properly keep a set of record books and office files of information.					
13. *Scholastic Ability.* Able to study and learn school subject matter and regularly pass examinations or submit acceptable reports.					
14. *Scientific Ability.* Able to readily understand and explain scientific principles, procedures, and practices.					
15. *Secretarial Ability.* Able to type accurately and rapidly and able to take dictation.					
16. *Social Skills.* Able to comfortably meet, converse, and join in social situations with people of varied ages.					
17. *Speaking Skills.* Able to appear before groups and present your thoughts in a clear and forceful manner.					
18. *Teaching Ability.* Able to interpret information and present it in a manner that is easily understood and accepted.					
19. *Technical Ability.* Able to understand scientific information and the machines and equipment in which they are incorporated.					

COMPLTENCY # 3 WORK RELATED VALUES WORKSHEET

NAME: _____

DATE: _____

Check (✓) the column which best matches your feelings about the importance of each of the following items:

	Not at all	Very Little	Some-what	Quite a bit	Very Much
1. High income job/occupation					
2. Job Advancement					
3. Fame, Glory, Recognition					
4. Opportunity to be creative					
5. Work with things, machines					
6. Working with people					
7. Working alone/independently					
8. Leading/teaching others					
9. Opportunity to learn					
10. Variety in tasks					
11. Routine tasks					
12. Job Stability					
13. Fringe benefits					
14. Working hours/schedule					
15. Working Indoors					
16. Working Outdoors					
17. Physical labor					
18. Non-physical work					
19. Travel					
20. Leisure time					

List your three (3) most important values below and write why they are important to you:

Value 1: _____

_____

_____

Value 2: _____

_____

_____

Value 3: _____

_____

_____

_____ (Trainer Signature) _____ (Date)

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COMPETENCY # 4

EMPLOYMENT BARRIERS CHECKLIST # 1

NAME: _____

TRAINER SIGNATURE: _____

DATE: _____

DATE: _____

Listed below are many common problems which can stop you from getting or keeping a job. Please read through the list, and tell us (1) if you now have this problem, or (2) if you have never had this problem, or (3) if you have had this problem at sometime in the past. Do not answer any questions which you do not understand. Simply cross out the number of the question or questions.

EMPLOYMENT	1. Do you take any job you can find because you have to make a living for your family?	☐Yes	☐No	☐Has Been
	2. Do you have trouble looking for and getting a job by yourself?	☐Yes	☐No	☐Has Been
	3. Would you travel more than 15 miles to work?	☐Yes	☐No	☐Has Been
	4. Do you think employers have felt that you are too young or too old?	☐Yes	☐No	☐Has Been
	5. Would the people you have worked for in the past give you a good recommendation?	☐Yes	☐No	☐Has Been
	6. Do you think that drinking and/or using drugs has made you lose a job?	☐Yes	☐No	☐Has Been
	7. Do you think that a reputation for drinking and/or using drugs has kept you from getting a job?	☐Yes	☐No	☐Has Been
	8. Have you ever been refused a job because you didn't have enough work experience or the skills needed?	☐Yes	☐No	☐Has Been
	9. Are you really nervous when:			
	a. you go for an interview?	☐Yes	☐No	☐Has Been
	b. contacting an employer?	☐Yes	☐No	☐Has Been
	c. talk on the telephone?	☐Yes	☐No	☐Has Been
	d. start a new job?	☐Yes	☐No	☐Has Been
	10. Have you had more than two jobs during the last year?	☐Yes	☐No	☐Has Been
EDUCATION AND TRAINING	1. Do you want to get more education?	☐Yes	☐No	☐Has Been
	2. Do you have a hard time:			
	a. reading?	☐Yes	☐No	☐Has Been
	b. spelling and writing?	☐Yes	☐No	☐Has Been
	c. following directions on forms?	☐Yes	☐No	☐Has Been
	d. explaining something?	☐Yes	☐No	☐Has Been
	e. following verbal directions?			
	3. If you had more money, would you go back to school?	☐Yes	☐No	☐Has Been
	4. If you had enough money, would you be more interested in going back to school rather than going to work?	☐Yes	☐No	☐Has Been
	5. Have you ever taken any educational tests which were not the same as the regular ones in school?	☐Yes	☐No	☐Has Been
	6. Would you like to have more training to help you be more qualified for the job you want?	☐Yes	☐No	☐Has Been
	7. Are you interested in information about the Army, Navy, or other branches of the Military Services?	☐Yes	☐No	☐Has Been
	8. Would you like to go to a vocational school?	☐Yes	☐No	☐Has Been
	9. Do you know what subjects you would study if you could go back to school?	☐Yes	☐No	☐Has Been
	10. Would these subjects help you to get the job you want?	☐Yes	☐No	☐Has Been

COMPETENCY # 4

NAME: _____ PAGE 2

DATE: _____

HEALTH/HANDICAP	1. Do you have any health problems which would stop you from doing certain things on the job?	☐Yes	☐No	☐Has Been
	2. Do you wear glasses or a hearing aid?	☐Yes	☐No	☐Has Been
	3. Do you need glasses, a hearing aid, or other medical help?	☐Yes	☐No	☐Has Been
	4. Are there any working conditions such as "being up on a high ladder" or in "dusty areas" in which you can't work?	☐Yes	☐No	☐Has Been
	5. Is there any health information which your employer should know?	☐Yes	☐No	☐Has Been
TRANSPORTATION	1. Do you have a Vermont driver's license which has been taken away for any reason?	☐Yes	☐No	☐Has Been
	2. Do you have a Vermont driver's permit?	☐Yes	☐No	☐Has Been
	3. Do you have an out-of-state license?	☐Yes	☐No	☐Has Been
	4. Do you have transportation back and forth to work?	☐Yes	☐No	☐Has Been
	5. Do you have any other possible ways in mind for getting a ride you can depend on?	☐Yes	☐No	☐Has Been
FAMILY	1. Are you financially responsible for your children?	☐Yes	☐No	☐Has Been
	2. Will you need a baby sitter or day care center if you go back to work?	☐Yes	☐No	☐Has Been
	3. Have marriage or family problems ever caused problems for you at work?	☐Yes	☐No	☐Has Been
	4. Are any members of your family handicapped or disabled in any way?	☐Yes	☐No	☐Has Been
	5. Is it necessary for you to work to provide a living for your family?	☐Yes	☐No	☐Has Been
FINANCIAL	1. Is paying for your rent and other bills causing money problems for you?	☐Yes	☐No	☐Has Been
	2. Have you ever been thrown out of your home or apartment because you didn't pay the rent?	☐Yes	☐No	☐Has Been
	3. Do you have any large medical bills?	☐Yes	☐No	☐Has Been
	4. Has a "lack of money" been a problem for you when looking for work?	☐Yes	☐No	☐Has Been
	5. Would you like to have someone teach you how to make better use of your money?	☐Yes	☐No	☐Has Been
	6. Have you been referred to other places to get any type of help or money?	☐Yes	☐No	☐Has Been
	7. Do you know if you are eligible for Unemployment or Welfare?	☐Yes	☐No	☐Has Been

COMPETENCY # 4 EMPLOYMENT BARRIERS CHECKLIST # 2

NAME: _____ TRAINER SIGNATURE: _____

DATE: _____ DATE: _____

Instructions: Place a check in the box provided if you feel the statement applies to you.

	Lacks desire to work
	Does not feel good about self
	Short-term work history
	No work history/experience
	Lacks work adjustment skills
	Long-term unemployed
	Lacks marketable skills
	Needs to develop marketable skills
	Inadequate work search skills
	No defined vocational goal
	Unrealistic vocational choice
	Age
	Health problems
	Handicap
	Environmental limitations
	Transportation difficulties
	Traveling distance
	Considerable financial problems
	Family responsibilities
	Family conflict
	Educational handicap
	No driver's license
	Offender
	Prior work reputation
	Self-defeating behavior/attitude
	Job market opportunities
	No references
	Restrictions due to religious beliefs
	Inadequate clothing
	Inadequate tools or equipment

COMPETENCY # 4

EMPLOYMENT BARRIERS WORKSHEET

NAME: _____ TRAINER SIGNATURE: _____

DATE: _____ DATE: _____

Everybody has reasons why looking for a job or getting and keeping a job is difficult. These reasons are called "barriers to employment." List five of your barriers to employment below. Then write a sentence or two about what you plan to do about each of these barriers.

1. _____

I plan to: _____

_____

2. _____

I plan to: _____

_____

3. _____

I plan to: _____

_____

4. _____

I plan to: _____

_____

5. _____

I plan to: _____

_____

Others: _____

_____

_____

COMPETENCY # 5 TRAINER SIGNATURE: _____ DATE: _____

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

Date _____ Social Security Number _____

Name _____
Last First Middle

Present Address _____
Street City State Zip

Permanent Address _____
Street City State Zip

Phone No. _____

Referred By _____

Last First Middle

EMPLOYMENT DESIRED

Position _____ Date You Can Start _____ Salary Desired _____

Are You Employed Now? _____ If So May We Inquire of Your Present Employer _____

Ever Applied to this Company Before? _____ Where _____ When _____

EDUCATION

	Name and Location of School	Years Attended	Graduated	Subjects Studied
Grammar School				
High School				
College				
Trade, Business or Correspondence School				

Subjects of Special Study or Research Work _____

What Foreign Languages Do You Speak Fluently? _____

Read _____ Write _____

Activities Other Than Religious (Civic, Athletic, etc.) _____
EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS

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FORMER EMPLOYERS List Below Last Four Employers, Starting With Last One First

Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From				
To				
From				
To				
From				
To				
From				
To				

REFERENCES: Give Below the Names of Three Persons Not Related To You, Whom You Have Known At Least One Year.

	Name	Address	Business	Years Acquainted
1				
2				
3				

Have you any medical condition which should be considered in scheduling you for a selection interview or examination or in assigning you to work? Yes ☐ No ☐

If "Yes", please give details _____

In Case of Emergency Notify _____
Name Address Phone No.

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date _____ Signature _____

DO NOT WRITE BELOW THIS LINE

Interviewed By _____ Date _____

REMARKS: _____

Hired For Dept. Position Will Report Salary Wages

Approved: 1. Employment Manager 2. Dept. Head 3. General Manager

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Competency # 6

TOWN PREFERENCE FORM

NAME: _____

DATE: _____

List all of the towns where you would be willing or like to work:

1. _____
2. _____
3. _____
4. _____
5. _____

_____ (Trainer Signature)

_____ (Date)

Competency # 7

MAJOR EMPLOYERS WORKSHEET

NAME: _____

DATE _____

List the names, addresses and phone numbers of at least three (3) major employers in the towns you identified in competency # 6.

Employer 1: _____ Address: _____

Phone #: _____ _____

_____

Employer 2: _____ Address: _____

Phone #: _____ _____

_____

Employer 3: _____ Address: _____

Phone #: _____ _____

_____

Employer 4: _____ Address: _____

Phone #: _____ _____

_____

_____ _____

(Trainer Signature) (Date)

Competency 8 and 9 (combined worksheet)

OCCUPATIONS WORKSHEET

NAME:_____ DATE:_____

List three (3) occupations you are interested in which can be found in the towns you identified in Competency # 6. List the names of the employers, their addresses and phone numbers. Also find out and write the starting wage for each of these occupations in the blank provided.

Occupation 1:_____ Starting wage:_____

Employer :_____

Address:_____ Phone #:_____

_____

Occupation 2:_____ Starting wage:_____

Employer:_____

Phone #:_____

Address:_____

_____

Occupation 3:_____ Starting wage:_____

Employer:_____

Address:_____ Phone #:_____

_____

_____ _____

(Trainer Signature) (Date)

COMPETENCY 8 and 9 (combined worksheet) OPTIONAL OCCUPATIONS WORKSHEET

NAME:_____ TRAINER SIGNATURE:_____

DATE:_____ DATE:_____

1st Choice for an occupation or job is: _____

Name, address and phone number of an employer in your area who hires people for this type of occupation or job:

Employer Name: _____ Address: _____

Phone #:_____ _____

_____

The starting wage for the above occupation or job is: _____

Some of the benefits offered are: _____

_____

Three characteristics of this job are: (example: outdoor work)

1. _____
2. _____
3. _____

The major duties of this occupation or job are:

1. _____
2. _____

The growth potential for this occupation or job is: _____

_____

The average working conditions are:_____

_____

_____

2nd Choice for an occupation or job is: _____

Name, address and phone number of an employer in your area who hires people for this type of occupation or job:

Employer Name: _____ Address: _____

Phone #: _____ _____

_____

The starting wage for the above occupation or job is: _____

Some of the benefits offered are: _____

_____

Three characteristics of this job are: (example: outdoor work)

1. _____
2. _____
3. _____

The major duties of this occupation or job are:

1. _____
2. _____

The growth potential for this occupation or job is: _____

_____

The average working conditions are: _____

_____

_____

3d Choice for an occupation or job is: _____

Name, address and phone number of an employer in your area who hires people for this type of occupation or job:

Employer Name: _____ Address: _____

Phone #: _____ _____

_____

The starting wage for the above occupation or job is: _____

Some of the benefits offered are: _____

_____

Three characteristics of this job are: (example: outdoor work)

1. _____
2. _____
3. _____

The major duties of this occupation or job are:

1. _____
2. _____

The growth potential for this occupation or job is: _____

_____

The average working conditions are: _____

_____

_____

_____ _____

(Trainer Signature) (Date)

COMPETENCY # 10 EMPLOYER CONTACT

Participants are expected to be able to contact an employer by phone, in writing and in person.

No instruments have been developed for this competency. Trainers are expected to devise mock situations for this competency (see the description and assessment method as discussed in Section III, pages 47 and 48).

Competency # 11

CLASSROOM/WORKSHOP
ATTENDENCE RECORD

Participant Name: _____

Date enrolled: _____

Training dates: From: _____ To: _____

	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
Attendence Code															
Hours Present															
Hours Absent															

TOTAL HOURS PRESENT: _____; TOTAL HOURS ABSENT: _____; TOTAL TRAINING HOURS: _____

COMMENTS: _____

_____

_____

_____

_____

_____

_____

_____

/ /Competency Attained / /Competency Not Attained

_____ _____
(Trainer Signature) (Date)

Attendence Codes: OT = On Time; ET = Excused Tardiness; EA = Excused Absence;
UT = Unexcused Tardiness; UA = Unexcused Absence.

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CLASSROOM/WORKSHOP

COMPETENCY RATING RECORD

NAME: _____ DATE: _____

FOR COMPETENCIES 15, 17, 18, 19, 20, AND 21 USE THE FOLLOWING RATING SCALE: 1 = Never; 2 = Seldom; 3 = Sometimes; 4 = Usually; 5 = Always. FOR COMPETENCIES 12, 13, 14, 16, AND 22 USE A "Y" FOR YES AND A "N" FOR NO.

COMPETENCY	DATE					Average Rating Total
#12 Demonstrates ability consistently to report to work/training on time - no unexcused tardiness. MASTERY: After day 1, yes's will be required for the duration of the program.						
#13 Demonstrates ability consistently to complete assigned tasks on time. MASTERY: After day 1, yes's will be required for the duration of the program.						
#14 Demonstrates ability to use appropriate language. MASTERY: After day 1, yes's will be required for the duration of the program.						
#15 Demonstrates ability to request and perform work/training assignments without prompting. MASTERY: Average rating of 3 or higher required for the duration of the program.						
#16 Demonstrates ability to appropriately care for personal dress, grooming and hygiene. MASTERY: After day 1, yes's will be required for the duration of the program.						
#17 Demonstrates ability to maintain a positive attitude during work/training. MASTERY: Average rating of 4 or higher required for the duration of the program.						
#18 Demonstrates ability to cooperate with and assist co-workers - does not interfere with work of co-workers. MASTERY: Average rating of 4 or higher required for the duration of the program.						

COMPETENCY	DATE						Average Rating Total
#19 Demonstrates ability consistently to follow instructions. MASTERY: Average rating of 4 or higher required for the duration of the program.							
#20 Demonstrates ability to work under supervision. MASTERY: Average rating of 4 or higher required for the duration of the program.							
#21 Demonstrates ability to accept constructive criticism. MASTERY: Average rating of 4 or higher required for the duration of the program.							
#22 Demonstrates ability to participate in work/training free from substance use. MASTERY: After day 1, yes's will be required for the duration of the program.							

TRAINER SIGNATURE _____ DATE _____

COMPETENCY # 23 PROBLEM SOLVING WORKSHEET

NAME:_____ TRAINER SIGNATURE:_____

DATE:_____ DATE:_____

INSTRUCTIONS: WRITE ANSWERS FOR THE FOLLOWING SITUATIONS.

Problem solving exercise:

Think back to one of your biggest problems and the solution that you used to solve it. Write a page summary of "If I had to do it again, I would ..... because ....." TRY TO EMPHASIZE THE CHANGES YOU WOULD MAKE THIS TIME AROUND. (Use the back of this sheet if necessary.)

COMPETENCY # 23

PROBLEMS FOR EMPLOYEES WORKSHEET

Jane has been on the job for three months. Jane likes her job. She has a child who is two years old. Her babysitter has quit and gave Jane no notice. It is Monday morning. What should Jane do?

Mary has been working at a job for a year. A new co-worker has been smoking pot during lunch. Mary works with this person every day. They are a team. Mary has to do more work on this particular day because her co-worker is high and has been goofing off. What should Mary do?

Jack feels his supervisor is always breathing down his back. Jack feels he is doing the best he can and his work is adequate. Jack is getting angry at his supervisor. What should Jack do?

TRAINER SIGNATURE _____ DATE _____

COMPETENCY # 23

PROBLEMS FOR EMPLOYERS WORKSHEET

Zanda works in the kitchen as a kitchen aid. She is known to be snappy at people and yesterday she talked back to a guest. She ordered the guest to place her dishes on the right shelf and asked her if she was blind. The guest was a parent of one of the children at the school. Zanda also argues with her co-workers and sometimes slams the trays down in front of the children when she is angry. What would you do as Zanda's boss? What would you say to Zanda?

Jason is a day-care aide. He always takes long breaks and often shows up for work late in the morning. He has also had his friends visit him at work, and has been caught smoking in a non-smoking area of the day-care. You are his boss and have warned him once, but you found him smoking again this morning in the non-smoking area. You have to meet with him in one hour. What will you say?

TRAINER SIGNATURE _____ DATE _____

COMPETENCY # 23

PROBLEM SOLVING CONTRACT FORM

I, _____, make this contract and promise that
(your name)

by _____ I will put into action the following
(due date)

plan:

_____

_____

_____

_____

_____

_____

_____

_____

_____

I will give a copy of this to _____ who will
(name of trainer)

contact me by the due date to congratulate me for the completion of this contract.

_____ _____
(your signature) (signature of trainer)

_____ _____
(date) (date)

TRAINER NOTES

PARTICIPANT NAME: _____ DATE: _____

Competency #2 (Personal strengths, vocational/educational goals):

Competency #3 (Work related values): _____

TRAINER NOTES

NAME: _____ DATE: _____

Competency #4 (Barriers): _____

Competency #10 (Contacting employers by phone, in writing and in person): _____

TRAINER NOTES

NAME: _____ DATE: _____

Competency #12 (Reporting to work on time): _____

Competency #13 (Completing tasks on time): _____

Competency #14 (Appropriate language): _____

Competency #15 (Request & performs assignments without prompting):

Competency #16 (Personal dress, grooming and hygiene): _____

TRAINER NOTES

NAME: _____ DATE: _____

Competency #17 (Attitude): _____

Competency #18 (Cooperation & assisting co-workers): _____

Competency #19 (Following instructions): _____

TIER I WORKSITE SUPERVISOR REPORT/COMPETENCY CHECKLIST

PARTICIPANT: _____ WORKSITE: _____

Report Period from: _____ to: _____ DATE: _____

(Ratings: 1 - Never; 2 - Seldom; 3 - Sometimes; 4 - Usually; 5 - Always)

COMPETENCY		
#11 Maintains an acceptable attendance record. (Average rating of 4.5 required for mastery.)		
a. No unexcused absences		
b. No chronic absenteeism		
c. Calls supervisor if going to be late or absent from work		
d. Lets supervisor know in advance of appointments		
TOTAL:		
#12 Reports to work on time. (Average rating of 4.5 required for mastery.)		
#13 Completes assigned tasks on time. (Average rating of 4 required for mastery.)		
#14 Uses appropriate language. (Average rating of 4 required for mastery.)		
#15 Requests and performs work assignments without prompting. (Average rating of 4 required for mastery.)		
a. Shows initiative		
b. Shows motivation		
c. Is willing to learn new tasks		
d. Asks for work		
e. Performs assigned work without prompting		
TOTAL:		
#16 Appropriately cares for personal dress, grooming and hygiene. (Average rating of 4 required for mastery.)		
#17 Maintains a positive attitude. (Average rating of 4 required for mastery.)		
#18 Cooperates with and assists co-workers. (Average rating of 4 required for mastery.)		
#19 Follows instructions. (Average rating of 4 required for mastery.)		
a. Follows written and verbal instrucations		
b. Asks questions if (s)he does not understand instructions		
TOTAL:		

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COMPETENCY		
#20 Able to work under supervision. (Average rating of 4.5 required for mastery.)		
#21 Accepts constructive criticism. (Average rating of 4.5 required for mastery.)		
#22 Performs work free from substance use. (Average rating of 5 required for mastery.)		

SUPERVISOR COMMENTS: _____

EMPLOYMENT SPECIALIST COMMENTS: _____

Supervisor Signature	Participant Signature	Employment Specialist Signature
(Date)	(Date)	(Date)

TIER I

PRE-EMPLOYMENT SKILLS COMPETENCIES

(LIST FOR PARTICIPANT)

1. Demonstrates ability to identify personal interest areas.
2. Demonstrates ability to identify at least 2 personal strengths and at least 3 vocational or educational skills.
3. Demonstrates ability to classify and rank personal work related values.
4. Demonstrates ability to identify most significant barrier(s) to employment.
5. Demonstrates ability to complete a job application.
6. Demonstrates ability to identify the town(s) in which client prefers to work.
7. Demonstrates ability to identify at least 3 major employers in local labor market area and can find and write their address and phone numbers.
8. Demonstrates ability to identify 3 occupations of personal interest in local labor market area, and where the people in these occupations work.
9. Demonstrates ability to state the starting wage for each of the 3 occupations (identified in competency #8).
10. Demonstrates ability to contact an employer by phone, in writing and in person.
11. Demonstrates ability to maintain an acceptable attendence record - no unexcused absences.
12. Demonstrates ability consistently to report to work/training on time - no unexcused tardiness.
13. Demonstrates ability consistently to complete assigned tasks on time.
14. Demonstrates ability to use appropriate language.
15. Demonstrates ability to request and perform work/training assignments without prompting.
16. Demonstrates ability to appropriately care for personal dress, grooming and hygiene.
17. Demonstrates ability to maintain a positive attitude during work/training.
18. Demonstrates ability to cooperate with and assist co-workers - does not interfere with work of co-workers.
19. Demonstrates ability consistently to follow instructions.
20. Demonstrates ability to work under supervision.
21. Demonstrates ability to accept constructive criticism.
22. Demonstrates ability to participate in work/training free from substance use.
23. Demonstrates problem solving ability.

STATE OF VERMONT
DEPARTMENT OF EMPLOYMENT & TRAINING
P. O. BOX 488
MONTPELIER, VERMONT 05602-0488
802-229-0311

March 13, 1984

Scott
180 Road
Burlington, VT 05401

Dear Mr.

This letter certifies that you, Scott completed the Tier I Pre-employment Skills Training Program on March 2, 1984. This training was conducted by Jane , from the Vermont Job Service Office in Burlington, Vermont.

You have my congratulations. Mastery of the twenty-three competencies is an accomplishment. I encourage you to practice them. As they become habit, I expect they will be valuable to you throughout your work life. Good work habits are something all employers desire. They are also something for which any worker anywhere can be justly proud. I hope they pay off for you. I encourage you to sell these abilities to employers in your search for work.

Again, congratulations and good luck to you in Tier II. You have my best wishes as you continue to prepare for your future.

Sincerely,

Peter S. Comart

Peter S. Comart
Youth Planner

PSC/ml

cc: Jane

NAME: _____ S.S.#: _____

TRAINER: _____ DATE ENROLLED: _____

POLICIES & GUIDELINES FOR COMPETENCIES 11, 12, 13, 14, 16 & 22

Most businesses expect you to act in certain ways while you are on the job. Most have also set up basic ways of doing any job in the company. These are called job requirements. Unless you really understand and accept these things, you'll have a rough time holding down a job for any length of time. There are several things most employers insist you do all the time. So, when you are on the job or in training, there are six things you must do all the time. If you do not do these things you may be told to leave the training.

1 • Competency #11 - no unexcused absence, after the first day of training. This DOES NOT MEAN that you may not be absent for good reason. This DOES MEAN that if you must be absent for good reason, you must call in to your worksite within one hour of when you were due in (e.g., if you were due to arrive at training by 8:00, you must call in by 9:00) explaining why you must be absent. Acceptable reasons for absence are if you are ill or there is a family crisis, or have no means of transportation and are unable to locate alternate transportation.

2 • Competency #12 - no unexcused tardiness, after the first day of training. This DOES NOT MEAN that you may not be late but it DOES MEAN that if you are going to be late, you must call in within an hour of when you were due and explain why you are tardy and when you expect to arrive.

3 • Competency #13 - all assigned tasks completed (once assigned) after first day of training. This is self-explanatory. Your supervisor's (trainer's) job is to explain all tasks clearly and completely and ensure that it's reasonable. Your responsibility is to ask questions if the requirements are not completely clear to you. Also if you feel that the assignment is not reasonable or if for some reason you feel that you would not be able to complete it within the given time period, it is your responsibility to discuss this with your supervisor (trainer).

4 • Competency #14 - no swearing, foul or abusive language. This means that you are expected to work together with the others in your group. Many people are offended by foul language and none enjoy being abused. Most firms believe getting along in the work place helps the work get done and will not stand for abusive behavior of any sort...and neither will this program!

5 • Competency #16 - appropriate care for personal dress, grooming and hygiene. This means that you will be expected to come

to training (work) in clean clothes (neatly mended if necessary), personally clean and well groomed. Most firms have some sort of dress code which makes sense with regard to the type of business. Our responsibility is clearly to explain what our dress and grooming expectations are, and yours is to live up to them. They will be reasonable and well within your ability to meet them.

6 • Competency #22 - no substance use during the period of training. This means that you are expected to participate in training free from the effects of alcohol or drugs. This DOES NOT mean that you may not use prescribed medication. Should your trainer (supervisor) find that you are under the influence of alcohol or drugs you shall be terminated from the program immediately. Substance use is not allowed by employers for safety and performance reasons, and the same holds true for this program!

NOTE: If you are told you must leave this cycle of training, you may reapply for the next or any future cycle. This DOES NOT mean that you shall automatically be re-enrolled. Yet, if you are re-enrolled, you will be expected to follow these guidelines as any first time participant.

I have received a copy of these policies and guidelines and have discussed them with my trainer (supervisor). I understand that if I do not follow these policies and guidelines I may be terminated from the employment competency program.

_____ _____

Signature of the person/trainer who explained the above policies and guidelines

Signature of the participant

Local Office:_____ Date:_____

Date:_____

TIER I

PRE-EMPLOYMENT SKILLS COMPETENCIES

1. Demonstrates ability to identify personal interest areas.
2. Demonstrates ability to identify at least 2 personal strengths and at least 3 vocational or educational skills.
3. Demonstrates ability to classify and rank personal work related values.
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17. Demonstrates ability to maintain a positive attitude during work/training.
18. Demonstrates ability to cooperate with and assist co-workers - does not interfere with work of co-workers.
19. Demonstrates ability consistently to follow instructions.
20. Demonstrates ability to work under supervision.
21. Demonstrates ability to accept constructive criticism.
22. Demonstrates ability to participate in work/training free from substance use.
23. Demonstrates problem solving ability.

COMPETENCY ATTAINMENT RECORD

Participant Name: _____ S.S.#: _____

Date Enrolled: _____ Local Office: _____

	Date Mastered	Trainer Initial
COMPETENCY # 1		
COMPETENCY # 2		
COMPETENCY # 3		
COMPETENCY # 4		
COMPETENCY # 5		
COMPETENCY # 6		
COMPETENCY # 7		
COMPETENCY # 8		
COMPETENCY # 9		
COMPETENCY # 10		
COMPETENCY # 11		
COMPETENCY # 12		
COMPETENCY # 13		
COMPETENCY # 14		
COMPETENCY # 15		
COMPETENCY # 16		
COMPETENCY # 17		
COMPETENCY # 18		
COMPETENCY # 19		
COMPETENCY # 20		
COMPETENCY # 21		
COMPETENCY # 22		
COMPETENCY # 23		

I certify the above to be an accurate record of competency attainment for the above mentioned participant.

VT.DET

_____ 141 _____
(Trainer Signature) (Date)

ET-350A (5/84)

STRENGTHS AND SKILLS DOCUMENTATION FORM

NAME: _____

DATE: _____

Please describe two (2) of your personal strengths in the space below:

1. _____

_____

_____

2. _____

_____

_____

Please describe at least three (3) vocational and/or educational skills you have or are developing:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

_____ _____

(Trainer Signature) (Date)

COMPETENCY # 2 STRENGTHS CHECKLIST

NAME:_____ TRAINER SIGNATURE:_____

DATE:_____ DATE:_____

Instructions: In which of the following areas do you rate yourself as "G" = Good, "A" = Average, or "P" = Poor? Place the appropriate letter in the blank beside each of the following statements.

____ Ability to use words and ideas expressed in words.

____ Ability to use numbers and ideas expressed in mathmatical terms.

____ Physical coordination/dexterity.

____ Social ability - ability to get along with others.

____ Physical stamina or strength.

____ Ability to understand the thoughts and feelings of others.

____ Ability to follow directions

____ Ability to organize different elements to reach a goal.

____ Artistic ability.

____ Scientific ability.

____ Mechanical ability - having good hand/eye coordination.

____ Leadership ability.

COMPETENCY # 2 PERSONAL CHARACTERISTICS WORKSHEET

NAME: _____ TRAINER SIGNATURE: _____

DATE: _____ DATE: _____

This is a list of typical personal characteristics. Check off any that you possess that will interest an employer in your field. You may want to add a few characteristics that aren't on this list.

_____ Alert

_____ Warm, friendly, likable, outgoing

_____ Inquisitive (curious)

_____ Careful about work, competent, take pride, have high standards

_____ Willing worker, hard-working

_____ Reliable, steady, dependable

_____ Eager, energetic, active

_____ Neat, concise

_____ Work well under pressure

_____ Good leader

_____ Motivated, self-starting

_____ Trustworthy, honest, sincere

_____ Quiet

_____ Bright

_____ Efficient, effective

_____ Mature

_____ Confident

_____ Loyal, hard working

_____ Can make decisions

_____ Positive attitude, optimistic, enthusiastic

_____ Care about others

_____ Good listner

_____ Artistic

_____ Punctual (get to places on time)

_____ Flexible

_____ Polite

_____ Able to persuade, tactful

_____ Patient, relaxed

_____ Articulate, well-spoken

_____ Thorough

_____ Plan for the future, career oriented

_____ Like challenges

_____ Experienced, able, knowledgeable, skilled, talented

_____ Take instructions well

Statement of my personal characteristics. (Keep it short. No more than 4 or 5 sentences.) Use the back of this sheet if necessary.

_____

_____

_____

'COMPETENCY # 2

SKILLS INVENTORY WORKSHEET

NAME: _____

TRAINER SIGNATURE: _____

DATE: _____

DATE: _____

_____ Advise	_____ Fix/Repair	_____ Persuade
_____ Arrange	_____ Frame	_____ Plan
_____ Assemble	_____ Grade	_____ Plant
_____ Build	_____ Grind	_____ Play an instrument
_____ Calculate	_____ Good listener	_____ Print
_____ Carve	_____ Hire	_____ Produce
_____ Clean	_____ Imagine	_____ Read
_____ Communicate	_____ Inspect	_____ Record
_____ Cook	_____ Install	_____ Replace
_____ Create	_____ Influence	_____ Reproduce
_____ Cut	_____ Landscape	_____ Sand
_____ Dance	_____ Learn quickly	_____ Sell
_____ Deliver	_____ Lift	_____ Sing
_____ Design	_____ Make people laugh	_____ Solder
_____ Develop	_____ Manual dexterity	_____ Supervise
_____ Direct	_____ Manipulate	_____ Tactful
_____ Draft	_____ Measure	_____ Teach
_____ Draw	_____ Navigate	_____ Trim
_____ Drill	_____ Negotiate	_____ Troubleshoot
_____ Drive	_____ Nurse	_____ Type
_____ Encourage	_____ Operate	_____ Wash
_____ Entertain	_____ Order	_____ Weigh
_____ File	_____ Organize	_____ Write
_____ Fire	_____ Perform	_____ Upholster

Add your own words to the above list on the back of this sheet.

• COMPETENCY # 3 WORK RELATED VALUES WORKSHEET

NAME: _____

DATE: _____

Check (✓) the column which best matches your feelings about the importance of each of the following items:

	Not at all	Very Little	Some-what	Quite a bit	Very Much
1. High income job/occupation					
2. Job Advancement					
3. Fame, Glory, Recognition					
4. Opportunity to be creative					
5. Work with things, machines					
6. Working with people					
7. Working alone/independently					
8. Leading/teaching others					
9. Opportunity to learn					
10. Variety in tasks					
11. Routine tasks					
12. Job Stability					
13. Fringe benefits					
14. Working hours/schedule					
15. Working Indoors					
16. Working Outdoors					
17. Physical labor					
18. Non-physical work					
19. Travel					
20. Leisure time					

List your three (3) most important values below and write why they are important to you:

Value 1: _____

_____

_____

Value 2: _____

_____

_____

Value 3: _____

_____

_____

_____ _____

(Trainer Signature) (Date)

COMPETENCY # 4 EMPLOYMENT BARRIERS CHECKLIST # 1

NAME: _____ TRAINER SIGNATURE: _____

DATE: _____ DATE: _____

Listed below are many common problems which can stop you from getting or keeping a job. Please read through the list, and tell us (1) if you now have this problem, or (2) if you have never had this problem, or (3) if you have had this problem at sometime in the past. Do not answer any questions which you do not understand. Simply cross out the number of the question or questions.

EMPLOYMENT	1. Do you take any job you can find because you have to make a living for your family?	☐Yes	☐No	☐Has Been
	2. Do you have trouble looking for and getting a job by yourself?	☐Yes	☐No	☐Has Been
	3. Would you travel more than 15 miles to work?	☐Yes	☐No	☐Has Been
	4. Do you think employers have felt that you are too young or too old?	☐Yes	☐No	☐Has Been
	5. Would the people you have worked for in the past give you a good recommendation?	☐Yes	☐No	☐Has Been
	6. Do you think that drinking and/or using drugs has made you lose a job?	☐Yes	☐No	☐Has Been
	7. Do you think that a reputation for drinking and/or using drugs has kept you from getting a job?	☐Yes	☐No	☐Has Been
	8. Have you ever been refused a job because you didn't have enough work experience or the skills needed?	☐Yes	☐No	☐Has Been
	9. Are you really nervous when:			
	a. you go for an interview?	☐Yes	☐No	☐Has Been
	b. contacting an employer?	☐Yes	☐No	☐Has Been
	c. talk on the telephone?	☐Yes	☐No	☐Has Been
	d. start a new job?	☐Yes	☐No	☐Has Been
	10. Have you had more than two jobs during the last year?	☐Yes	☐No	☐Has Been
EDUCATION AND TRAINING	1. Do you want to get more education?	☐Yes	☐No	☐Has Been
	2. Do you have a hard time:			
	a. reading?	☐Yes	☐No	☐Has Been
	b. spelling and writing?	☐Yes	☐No	☐Has Been
	c. following directions on forms?	☐Yes	☐No	☐Has Been
	d. explaining something?	☐Yes	☐No	☐Has Been
	e. following verbal directions?			
	3. If you had more money, would you go back to school?	☐Yes	☐No	☐Has Been
	4. If you had enough money, would you be more interested in going back to school rather than going to work?	☐Yes	☐No	☐Has Been
	5. Have you ever taken any educational tests which were not the same as the regular ones in school?	☐Yes	☐No	☐Has Been
	6. Would you like to have more training to help you be more qualified for the job you want?	☐Yes	☐No	☐Has Been
	7. Are you interested in information about the Army, Navy, or other branches of the Military Services?	☐Yes	☐No	☐Has Been
	8. Would you like to go to a vocational school?	☐Yes	☐No	☐Has Been
	9. Do you know what subjects you would study if you could go back to school?	☐Yes	☐No	☐Has Been
	10. Would these subjects help you to get the job you want?	☐Yes	☐No	☐Has Been

COMPETENCY # 4

NAME: _____ PAGE 2

DATE: _____

HEALTH/HANDICAP	1. Do you have any health problems which would stop you from doing certain things on the job?	☐Yes	☐No	☐Has Been
	2. Do you wear glasses or a hearing aid?	☐Yes	☐No	☐Has Been
	3. Do you need glasses, a hearing aid, or other medical help?	☐Yes	☐No	☐Has Been
	4. Are there any working conditions such as "being up on a high ladder" or in "dusty areas" in which you can't work?	☐Yes	☐No	☐Has Been
	5. Is there any health information which your employer should know?	☐Yes	☐No	☐Has Been
TRANSPORTATION	1. Do you have a Vermont driver's license which has been taken away for any reason?	☐Yes	☐No	☐Has Been
	2. Do you have a Vermont driver's permit?	☐Yes	☐No	☐Has Been
	3. Do you have an out-of-state license?	☐Yes	☐No	☐Has Been
	4. Do you have transportation back and forth to work?	☐Yes	☐No	☐Has Been
	5. Do you have any other possible ways in mind for getting a ride you can depend on?	☐Yes	☐No	☐Has Been
FAMILY	1. Are you financially responsible for your children?	☐Yes	☐No	☐Has Been
	2. Will you need a baby sitter or day care center if you go back to work?	☐Yes	☐No	☐Has Been
	3. Have marriage or family problems ever caused problems for you at work?	☐Yes	☐No	☐Has Been
	4. Are any members of your family handicapped or disabled in any way?	☐Yes	☐No	☐Has Been
	5. Is it necessary for you to work to provide a living for your family?	☐Yes	☐No	☐Has Been
FINANCIAL	1. Is paying for your rent and other bills causing money problems for you?	☐Yes	☐No	☐Has Been
	2. Have you ever been thrown out of your home or apartment because you didn't pay the rent?	☐Yes	☐No	☐Has Been
	3. Do you have any large medical bills?	☐Yes	☐No	☐Has Been
	4. Has a "lack of money" been a problem for you when looking for work?	☐Yes	☐No	☐Has Been
	5. Would you like to have someone teach you how to make better use of your money?	☐Yes	☐No	☐Has Been
	6. Have you been referred to other places to get any type of help or money?	☐Yes	☐No	☐Has Been
	7. Do you know if you are eligible for Unemployment or Welfare?	☐Yes	☐No	☐Has Been

COMPETENCY # 4 EMPLOYMENT BARRIERS CHECKLIST # 2

NAME: _____ TRAINER SIGNATURE: _____

DATE: _____ DATE: _____

Instructions: Place a check in the box provided if you feel the statement applies to you.

	Lacks desire to work
	Does not feel good about self
	Short-term work history
	No work history/experience
	Lacks work adjustment skills
	Long-term unemployed
	Lacks marketable skills
	Needs to develop marketable skills
	Inadequate work search skills
	No defined vocational goal
	Unrealistic vocational choice
	Age
	Health problems
	Handicap
	Environmental limitations
	Transportation difficulties
	Traveling distance
	Considerable financial problems
	Family responsibilities
	Family conflict
	Educational handicap
	No driver's license
	Offender
	Prior work reputation
	Self-defeating behavior/attitude
	Job market opportunities
	No references
	Restrictions due to religious beliefs
	Inadequate clothing
	Inadequate tools or equipment

COMPETENCY # 4 EMPLOYMENT BARRIERS WORKSHEET

NAME: _____ TRAINER SIGNATURE: _____

DATE: _____ DATE: _____

Everybody has reasons why looking for a job or getting and keeping a job is difficult. These reasons are called "barriers to employment." List five of your barriers to employment below. Then write a sentence or two about what you plan to do about each of these barriers.

1. _____

I plan to: _____

_____

2. _____

I plan to: _____

_____

3. _____

I plan to: _____

_____

4. _____

I plan to: _____

_____

5. _____

I plan to: _____

_____

Others: _____

_____

_____

COMPETENCY # 5 TRAINER SIGNATURE: _____ DATE: _____

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

Date _____ Social Security Number _____

Name _____ (Last / First / Middle)

Present Address _____ (Street / City / State / Zip)

Permanent Address _____ (Street / City / State / Zip)

Phone No. _____

Referred By _____

Last / First / Middle

EMPLOYMENT DESIRED

Position _____ Date You Can Start _____ Salary Desired _____

Are You Employed Now? _____ If So May We Inquire of Your Present Employer _____

Ever Applied to this Company Before? _____ Where _____ When _____

EDUCATION

	Name and Location of School	Years Attended	Graduated	Subjects Studied
Grammar School				
High School				
College				
Trade, Business or Correspondence School				

Subjects of Special Study or Research Work _____

What Foreign Languages Do You Speak Fluently? _____

Read _____ Write _____

Activities Other Than Religious (Civic, Athletic, etc.) _____
EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

FORMER EMPLOYERS List Below Last Four Employers, Starting With Last One First

Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From				
To				
From				
To				
From				
To				
From				
To				

REFERENCES: Give Below the Names of Three Persons Not Related To You, Whom You Have Known At Least One Year.

Name	Address	Business	Years Acquainted
1			
2			
3			

Have you any medical condition which should be considered in scheduling you for a selection interview or examination or in assigning you to work? Yes ☐ No ☐

If "Yes", please give details _____

In Case of Emergency Notify

Name Address Phone No.

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date Signature

DO NOT WRITE BELOW THIS LINE

Interviewed By Date

REMARKS:

Hired For Dept. Position Will Report Salary Wages

Approved: 1. 2. 3.

Employment Manager Dept. Head General Manager

Competency # 6

TOWN PREFERENCE FORM

NAME: _____

DATE: _____

List all of the towns where you would be willing or like to work:

1. _____
2. _____
3. _____
4. _____
5. _____

_____ (Trainer Signature)

_____ (Date)

Competency # 7

MAJOR EMPLOYERS WORKSHEET

NAME: _____

DATE _____

List the names, addresses and phone numbers of at least three (3) major employers in the towns you identified in competency # 6.

Employer 1: _____ Address: _____

Phone #: _____ _____

_____

Employer 2: _____ Address: _____

Phone #: _____ _____

_____

Employer 3: _____ Address: _____

Phone #: _____ _____

_____

Employer 4: _____ Address: _____

Phone #: _____ _____

_____

_____ _____

(Trainer Signature) (Date)

Competency 8 and 9 (combined worksheet)

OCCUPATIONS WORKSHEET

NAME: _____ DATE: _____

List three (3) occupations you are interested in which can be found in the towns you identified in Competency # 6. List the names of the employers, their addresses and phone numbers. Also find out and write the starting wage for each of these occupations in the blank provided.

Occupation 1: _____ Starting wage: _____

Employer : _____

Address: _____ Phone #: _____

_____

Occupation 2: _____ Starting wage: _____

Employer: _____

Phone #: _____

Address: _____

_____

Occupation 3: _____ Starting wage: _____

Employer: _____

Address: _____ Phone #: _____

_____

_____ _____

(Trainer Signature) (Date)

COMPETENCY 8 and 9 (combined worksheet) OPTIONAL OCCUPATIONS WORKSHEET

NAME:_____ TRAINER SIGNATURE:_____

DATE:_____ DATE:_____

1st Choice for an occupation or job is: _____

Name, address and phone number of an employer in your area who hires people for this type of occupation or job:

Employer Name: _____ Address: _____

Phone #:_____ _____

_____

The starting wage for the above occupation or job is: _____

Some of the benefits offered are: _____

_____

Three characteristics of this job are: (example: outdoor work)

1. _____
2. _____
3. _____

The major duties of this occupation or job are:

1. _____
2. _____

The growth potential for this occupation or job is: _____

_____

The average working conditions are:_____

_____

_____

2nd Choice for an occupation or job is: _____

Name, address and phone number of an employer in your area who hires people for this type of occupation or job:

Employer Name: _____ Address: _____

Phone #: _____ _____

_____

The starting wage for the above occupation or job is: _____

Some of the benefits offered are: _____

_____

Three characteristics of this job are: (example: outdoor work)

1. _____
2. _____
3. _____

The major duties of this occupation or job are:

1. _____
2. _____

The growth potential for this occupation or job is: _____

_____

The average working conditions are: _____

_____

_____

3d Choice for an occupation or job is: _____

Name, address and phone number of an employer in your area who hires people for this type of occupation or job:

Employer Name: _____ Address: _____

Phone #: _____ _____

_____

The starting wage for the above occupation or job is: _____

Some of the benefits offered are: _____

_____

Three characteristics of this job are: (example: outdoor work)

1. _____
2. _____
3. _____

The major duties of this occupation or job are:

1. _____
2. _____

The growth potential for this occupation or job is: _____

_____

The average working conditions are: _____

_____

_____

_____ _____

(Trainer Signature) (Date)

Competency # 11

CLASSROOM/WORKSHOP
ATTENDENCE RECORD

Participant Name: _____

Date enrolled: _____

Training dates: From: _____ To: _____

	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
Attendence Code															
Hours Present															
Hours Absent															

TOTAL HOURS PRESENT: _____; TOTAL HOURS ABSENT: _____; TOTAL TRAINING HOURS: _____

COMMENTS: _____

_____

_____

_____

_____

_____

_____

_____

/ /Competency Attained / /Competency Not Attained

_____ _____
(Trainer Signature) (Date)

Attendence Codes: OT = On Time; ET = Excused Tardiness; EA = Excused Absence;
UT = Unexcused Tardiness; UA = Unexcused Absence.

CLASSROOM/WORKSHOP

COMPETENCY RATING RECORD

NAME: _____ DATE: _____

FOR COMPETENCIES 15, 17, 18, 19, 20, AND 21 USE THE FOLLOWING RATING SCALE: 1 = Never; 2 = Seldom; 3 = Sometimes; 4 = Usually; 5 = Always.
FOR COMPETENCIES 12, 13, 14, 16, AND 22 USE A "Y" FOR YES AND A "N" FOR NO.

COMPETENCY	DATE					Average Rating Total
#12 Demonstrates ability consistently to report to work/training on time - no unexcused tardiness. MASTERY: After day 1, yes's will be required for the duration of the program.						
#13 Demonstrates ability consistently to complete assigned tasks on time. MASTERY: After day 1, yes's will be required for the duration of the program.						
#14 Demonstrates ability to use appropriate language. MASTERY: After day 1, yes's will be required for the duration of the program.						
#15 Demonstrates ability to request and perform work/training assignments without prompting. MASTERY: Average rating of 3 or higher required for the duration of the program.						
#16 Demonstrates ability to appropriately care for personal dress, grooming and hygiene. MASTERY: After day 1, yes's will be required for the duration of the program.						
#17 Demonstrates ability to maintain a positive attitude during work/training. MASTERY: Average rating of 4 or higher required for the duration of the program.						
#18 Demonstrates ability to cooperate with and assist co-workers - does not interfere with work of co-workers. MASTERY: Average rating of 4 or higher required for the duration of the program.						

COMPETENCY	DATE					Average Rating Total
#19 Demonstrates ability consistently to follow instructions. MASTERY: Average rating of 4 or higher required for the duration of the program.						
#20 Demonstrates ability to work under supervision. MASTERY: Average rating of 4 or higher required for the duration of the program.						
#21 Demonstrates ability to accept constructive criticism. MASTERY: Average rating of 4 or higher required for the duration of the program.						
#22 Demonstrates ability to participate in work/training free from substance use. MASTERY: After day 1, yes's will be required for the duration of the program.						

TRAINER SIGNATURE _____ DATE _____

COMPETENCY # 23 PROBLEM SOLVING WORKSHEET

NAME:_____ TRAINER SIGNATURE:_____

DATE:_____ DATE:_____

INSTRUCTIONS: WRITE ANSWERS FOR THE FOLLOWING SITUATIONS.

Problem solving exercise:

Think back to one of your biggest problems and the solution that you used to solve it. Write a page summary of "If I had to do it again, I would ..... because ....." TRY TO EMPHASIZE THE CHANGES YOU WOULD MAKE THIS TIME AROUND. (Use the back of this sheet if necessary.)

COMPETENCY # 23

PROBLEMS FOR EMPLOYEES WORKSHEET

Jane has been on the job for three months. Jane likes her job. She has a child who is two years old. Her babysitter has quit and gave Jane no notice. It is Monday morning. What should Jane do?

Mary has been working at a job for a year. A new co-worker has been smoking pot during lunch. Mary works with this person every day. They are a team. Mary has to do more work on this particular day because her co-worker is high and has been goofing off. What should Mary do?

Jack feels his supervisor is always breathing down his back. Jack feels he is doing the best he can and his work is adequate. Jack is getting angry at his supervisor. What should Jack do?

TRAINER SIGNATURE _____ DATE _____

COMPETENCY # 23

PROBLEMS FOR EMPLOYERS WORKSHEET

Zanda works in the kitchen as a kitchen aid. She is known to be snappy at people and yesterday she talked back to a guest. She ordered the guest to place her dishes on the right shelf and asked her if she was blind. The guest was a parent of one of the children at the school. Zanda also argues with her co-workers and sometimes slams the trays down in front of the children when she is angry. What would you do as Zanda's boss? What would you say to Zanda?

Jason is a day-care aide. He always takes long breaks and often shows up for work late in the morning. He has also had his friends visit him at work, and has been caught smoking in a non-smoking area of the day-care. You are his boss and have warned him once, but you found him smoking again this morning in the non-smoking area. You have to meet with him in one hour. What will you say?

TRAINER SIGNATURE _____ DATE _____

COMPETENCY # 23

PROBLEM SOLVING CONTRACT FORM

I, _____, make this contract and promise that
(your name)

by _____ I will put into action the following
(due date)

plan:

_____

_____

_____

_____

_____

_____

_____

_____

I will give a copy of this to _____ who will
(name of trainer)

contact me by the due date to congratulate me for the completion of this contract.

_____ _____
(your signature) (signature of trainer)

_____ _____
(date) (date)

TRAINER NOTES

PARTICIPANT NAME: _____ DATE: _____

Competency #2 (Personal strengths, vocational/educational goals):

Competency #3 (Work related values): _____

TRAINER NOTES

NAME: _____ DATE: _____

Competency #4 (Barriers): _____

Competency #10 (Contacting employers by phone, in writing and in person): _____

TRAINER NOTES

NAME: _____ DATE: _____

Competency #12 (Reporting to work on time): _____

Competency #13 (Completing tasks on time): _____

Competency #14 (Appropriate language): _____

Competency #15 (Request & performs assignments without prompting):

Competency #16 (Personal dress, grooming and hygiene): _____

TRAINER NOTES

NAME: _____ DATE: _____

Competency #17 (Attitude): _____

Competency #18 (Cooperation & assisting co-workers): _____

Competency #19 (Following instructions): _____

COMPETENCY	ASSESSMENT METHOD	DOCUMENTATION FOR CERTIFICATION
WORK MAINTENANCE		
1. Demonstrates ability to maintain an acceptable attendance record - no unexcused absences.	1. Supervisor review of attendance record/time sheet.	1. Supervisor Report/Competency Checklist and Participant Time Sheet.
2. Demonstrates ability consistently to report to work/training on time - no unexcused tardiness.	2. Supervisor appraisal/observation and Supervisor Report/Competency Checklist Rating.	2. Supervisor Report/Competency Checklist and, when appropriate Supervisor and/or VJS Case Manager notes.
3. Demonstrates ability consistently to complete assigned tasks on time.	3. Supervisor appraisal/observation and Supervisor Report/Competency Checklist Rating.	3. Supervisor Report/Competency Checklist and, when appropriate Supervisor and/or VJS Case Manager notes.
4. Demonstrates ability to use appropriate language.	4. Supervisor appraisal/observation and Supervisor Report/Competency Checklist Rating.	4. Supervisor Report/Competency Checklist and, when appropriate Supervisor and/or VJS Case Manager notes.
5. Demonstrates ability to request and perform work/training assignments without prompting.	5. Supervisor appraisal/observation and Supervisor Report/Competency Checklist Rating.	5. Supervisor Report/Competency Checklist and, when appropriate Supervisor and/or VJS Case Manager notes.
6. Demonstrates ability to appropriately care for personal dress, grooming and hygiene.	6. Supervisor appraisal/observation and Supervisor Report/Competency Checklist Rating.	6. Supervisor Report/Competency Checklist and, when appropriate Supervisor and/or VJS Case Manager notes.
7. Demonstrates ability to maintain a positive attitude during work/training.	7. Supervisor appraisal/observation and Supervisor Report/Competency Checklist Rating.	7. Supervisor Report/Competency Checklist and, when appropriate Supervisor and/or VJS Case Manager notes.

COMPETENCY	ASSESSMENT METHOD	DOCUMENTATION FOR CERTIFICATION
8. Demonstrates ability to cooperate with and assist co-workers - does not interfere with work of co-workers.	8. Supervisor appraisal/observation and Supervisor Report/Competency Checklist Rating.	8. Supervisor Report/Competency Checklist and, when appropriate Supervisor and/or VJS Case Manager notes.
9. Demonstrates ability consistently to follow instructions.	9. Supervisor appraisal/observation and Supervisor Report/Competency Checklist Rating.	9. Supervisor Report/Competency Checklist and, when appropriate Supervisor and/or VJS Case Manager notes.
10. Demonstrates ability to work under supervision.	10. Supervisor appraisal/observation and Supervisor Report/Competency Checklist Rating.	10. Supervisor Report/Competency Checklist and, when appropriate Supervisor and/or VJS Case Manager notes.
11. Demonstrates ability to accept constructive criticism.	11. Supervisor appraisal/observation and Supervisor Report/Competency Checklist Rating.	11. Supervisor Report/Competency Checklist and, when appropriate Supervisor and/or VJS Case Manager notes.
12. Demonstrates ability to follow worksite/employer safety rules.	12. Supervisor appraisal/observation and Supervisor Report/Competency Checklist Rating.	12. Supervisor Report/Competency Checklist and, when appropriate Supervisor and/or VJS Case Manager notes.
13. Demonstrates ability to take care of tools and/or equipment	13. Supervisor appraisal/observation and Supervisor Report/Competency Checklist Rating.	13. Supervisor Report/Competency Checklist and, when appropriate Supervisor and/or VJS Case Manager notes.
14. Demonstrates ability to keep work area neat and clean.	14. Supervisor appraisal/observation and Supervisor Report/Competency Checklist Rating/	14. Supervisor Report/Competency Checklist and, when appropriate Supervisor and/or VJS Case Manager notes.

COMPETENCY	ASSESSMENT METHOD	DOCUMENTATION FOR CERTIFICATION
15. Demonstrates ability to meet Supervisor's work standards.	15. Supervisor appraisal/observation and Supervisor Report/Competency Checklist Rating.	15. Supervisor Report/Competency Checklist and, when appropriate Supervisor and/or VJS Case Manager notes.
16. Demonstrates ability to identify at least 5 ways to look for employment.	16. Work Search Methods Worksheet and Worksheet reviewed and discussed with Trainer.	16. Work Search Methods Worksheet and Trainer notes when appropriate.
17. Demonstrates ability to develop a Pocket Resume.	17. Completed Pocket Resume reviewed, discussed, and determined complete by Trainer.	17. Copy of Completed Resume and Trainer notes when appropriate.
18. Demonstrates ability to develop a plan and act on that plan to locate employment.	18. Employment Contact Sheets and Employment Contact Sheets reviewed by Case Manager.	18. Employment Contact Sheets and VJS Case Manager notes when appropriate.
19. Demonstrates ability to contact at least 3 employers to obtain information about their hiring process.	19. Hiring Process Worksheet and Worksheet reviewed and discussed with Trainer.	19. Hiring Process Worksheet and Trainer notes when appropriate.
20. Demonstrates ability to interview with an employer.	20. Interviewer appraisal/observation and Interview Checklist Rating.	20. Interview Checklist and Interviewer notes when appropriate.

COMPETENCY	ASSESSMENT METHOD	DOCUMENTATION FOR CERTIFICATION
21. Demonstrates the ability not to let personal life interfere with work.	21. Supervisor appraisal/observation and Supervisor Report/Competency Checklist Rating.	21. Supervisor Report/Competency Checklist and, when appropriate Supervisor and/or VJS Case Manager notes.
LIFE MANAGEMENT		
22. Demonstrates ability to participate in work/training free from substance use.	22. Supervisor appraisal/observation and Supervisor Report/Competency Checklist Rating.	22. Supervisor Report/Competency Checklist and if appropriate Supervisor and/or VJS Case Manager notes.
23. Demonstrates ability to identify at least one short-term and one long-range employment goal and the steps needed to achieve them.	23. Employment Goal Worksheet and Trainer review, discussion and appraisal of completed worksheet.	23. Employment Goal Worksheet and Trainer notes when appropriate.
24. Demonstrates ability to develop a personal budget.	24. Budget worksheet and Worksheet reviewed and discussed with Trainer.	24. Budget worksheet and Trainer notes when appropriate.

TIER II

PRE-EMPLOYMENT AND WORK MATURITY SKILLS COMPETENCIES

1. Demonstrates ability to maintain an acceptable attendance record - no unexcused absences.
2. Demonstrates ability consistently to report to work/training on time - no unexcused tardiness.
3. Demonstrates ability consistently to complete assigned tasks on time.
4. Demonstrates ability to use appropriate language.
5. Demonstrates ability to request and perform work/training assignments without prompting.
6. Demonstrates ability to appropriately care for personal dress, grooming and hygiene.
7. Demonstrates ability to maintain a positive attitude during work/training.
8. Demonstrates ability to cooperate with and assist co-workers - does not interfere with work of co-workers.
9. Demonstrates ability consistently to follow instructions.
10. Demonstrates ability to work under supervision.
11. Demonstrates ability to accept constructive criticism.
12. Demonstrates ability to follow worksite/employer safety rules.
13. Demonstrates ability to take care of tools and/or equipment.
14. Demonstrates ability to keep work area neat and clean.
15. Demonstrates ability to meet Supervisor's work standards.
16. Demonstrates ability to identify at least 5 ways to look for employment.
17. Demonstrates ability to develop a Pocket Resume.
18. Demonstrates ability to develop a plan and act on that plan to locate employment.
19. Demonstrates ability to contact at least 3 employers to obtain information about their hiring process.
20. Demonstrates ability to interview with an employer.
21. Demonstrates the ability not to let personal life interfere with work.
22. Demonstrates ability to participate in work/training free from substance use.
23. Demonstrates ability to identify at least one short-term and one long-range employment goal and the steps needed to achieve them.
24. Demonstrates ability to develop a personal budget.

TIER TWO

COMPETENCY ATTAINMENT RECORD

Participant Name (Mr.)(Ms.)(Mrs.): _____ S.S.# _____

Participant Address: _____

Date Enrolled ☐ , Transferred ☐ : _____ Local Office: _____

	Date Mastered	Trainer Initial
COMPETENCY #1		
COMPETENCY #2		
COMPETENCY #3		
COMPETENCY #4		
COMPETENCY #5		
COMPETENCY #6		
COMPETENCY #7		
COMPETENCY #8		
COMPETENCY #9		
COMPETENCY #10		
COMPETENCY #11		
COMPETENCY #12		
COMPETENCY #13		
COMPETENCY #14		
COMPETENCY #15		
COMPETENCY #16		
COMPETENCY #17		
COMPETENCY #18		
COMPETENCY #19		
COMPETENCY #20		
COMPETENCY #21		
COMPETENCY #22		
COMPETENCY #23		
COMPETENCY #24		

I certify the above to be an accurate record of competency attainment for the above-mentioned participant.

Case Manager Signature _____ Date: _____

COMPETENCY # 16 WORK SEARCH METHODS WORKSHEET TIER II

NAME: _____ TRAINER: _____

DATE: _____ DATE: _____ Attained ☐

Not Attained ☐

List below five (5) different ways to look for a job (example: check newspapers). Explain how you plan to use each of these ways to locate employment AND describe the pro's and con's of each way.

1. _____

2. _____

3. _____

4. _____

5. _____

COMPETENCY # 18 EMPLOYMENT PLAN/CONTACT SHEET TIER II

NAME: _____ TRAINER: _____

DATE: _____ DATE: _____ Attained ☐

Not Attained ☐

Directions: In the spaces provided below, develop a week long plan for how you will look for work. List the things you will do, the places you will check, the ways you will make contact with employers. Be as detailed as you can be.

DAY	DAILY "TO DO" LIST
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
SATURDAY	

(Continue on Back)

Directions: In the spaces below, record what you did on each day to look for a job. State the person or place contacted. State the follow-up action needed and place a check mark (✓) in the box for the type of contact made. Refer back to your plan on the front side of this sheet as a check to see if you did everything you planned to do for a particular day. Use the bottom part of this page for notes on tasks you were unable to complete or if you need more space for notes from the top section of this worksheet.

Day	Place/Person Contacted	Follow-up Action Needed	Type of Contact: Phone Call	In Person Visit	Filled Out Application	Letter	Resume Submitted	Interview
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Saturday								

Notes: _____

(use more paper if necessary)

COMPETENCY # 19 HIRING PROCESS WORKSHEET TIER II

NAME: _____ TRAINER: _____

DATE: _____ DATE: _____ Attained /__/

Not Attained /__/

Contact three (3) employers, either by telephone or in person. Find out about their hiring procedures and policies. Describe them below.

1. Name of firm or agency: _____

   Address: _____ Phone #: _____

   Person with whom you spoke: _____

   Date and time of contact: _____

   In person or by phone: _____

   Person who does the hiring: _____

   How do you apply for a job at this firm or agency: _____

   _____

2. Name of firm or agency: _____

   Address: _____ Phone #: _____

   Person with whom you spoke: _____

   Date and time of contact: _____

   In person or by phone: _____

   Person who does the hiring: _____

   How do you apply for a job at this firm or agency: _____

   _____

3. Name of firm or agency: _____

   Address: _____ Phone #: _____

   Person with whom you spoke: _____

   Date and time of contact: _____

   In person or by phone: _____

   Person who does the hiring: _____

   How do you apply for a job at this firm or agency: _____

   _____ _____

COMPETENCY # 20 INTERVIEWING TIER II

NAME: _____ TRAINER: _____

DATE: _____ DATE: _____ Attained ☐

Not Attained ☐

1. Test Score: Passed ☐

Did Not Pass ☐

2. Role Play Score: Passed ☐

Did Not Pass ☐

FOR MASTERY OF COMPETENCY # 20 YOUTH MUST PASS BOTH THE INTERVIEWING TEST AND ROLE PLAY EXERCISE.

COMPETENCY #20 INTERVIEW TEST SHEET TIER II

NAME:_____ TRAINER:_____

DATE:_____ DATE_____ ATTAINED ☐

NOT ATTAINED ☐

The purpose of this test sheet is to find out what you know about job interviewing.

Read each question. Then read all four of the choices listed. Select the ONE choice which best answers each question or completes the sentence. Write the letter choice in the blank in the margin. To master this exercise you must correctly answer at least 16 out of the 20 questions (80%).

_____ 1. The job interview takes place between you and the

A. person in charge of hiring.
B. sales manager.
C. company president.
D. person who had the job last.

_____ 2. In an interview it is important to

A. say as little as possible about past jobs.
B. act any way you want because the interview doesn't matter.
C. ask questions about the job you want.
D. answer only questions which make you look good.

_____ 3. In job interviews employers may ask questions about

A. past jobs.
B. personal interests.
C. education.
D. all of the above.

_____ 4. There are a number of things you should do to prepare for a job interview. Which of the following is not something you should do?

A. make a list of questions to ask the interviewer.
B. plan to argue about your salary and benefits.
C. learn something about the company and job you are applying for.
D. be ready to negotiate the salary you will be paid.

_____ 5. If you have a job interview at 9:00 a.m., you should

A. be a little late because interviews never start on time.
B. get there exactly at 9 o'clock.
C. get there 5 to 10 minutes early.
D. get there at 8 o'clock to be first in line.

_____ 6. When you go to a job interview, you should

A. dress neatly in clean clothes.
B. wear the uniform you would wear to work.
C. put on anything handy.
D. wear the fanciest clothes you have.

_____ 7. In a job interview it is okay to ask questions about

A. what duties you'll have.
B. your benefits.
C. hours and salary.
D. all of the above.

_____ 8. Dave is out of work and desperate to do almost anything for money. He gets an interview for a job with long hours. In the interview Dave should

A. tell the employer he will work hard at the job.
B. explain that he is desperate for money.
C. tell the employer that the hours should be changed.
D. all of the above.

_____ 9. Bill has gotten a job interview with a private security agency. He knows very little about the company. He should

A. learn about the company before the interview and find out what types of skills are needed.
B. dress up for the interview and not worry about the history of the company.
C. explain during the interview that he doesn't know much about the company but he'd sure like to learn.
D. wait until the interview and see what happens.

_____ 10. Louie wants to create a good impression at his job interview. What would <u>not</u> be a good question to ask?

A. Is there a chance for working extra hours?
B. How many holidays do employees get?
C. Is there any possibility for advancement?
D. What are people like where I'll be working?

_____ 11. Before going to an interview it is important to

A. bring along an attractive friend.
B. wash and wax your car in case the boss sees you coming.
C. know something about the company.
D. all of the above.

_____ 12. Jennie wants to be at her interview on time so she asks her friend Dave to give her a ride. Dave should

A. stay outside.
B. speak as a reference for his good friend.
C. ask to sit in on the interview.
D. come inside and wait with Jennie.

_____ 13. At a job interview, it is good practice to spend the most time discussing

A. money matters.
B. raises.
C. company benefits.
D. your qualifications for the job.

_____ 14. Which of the following should you <u>not</u> do at a job interview?

A. ask the interviewer questions.
B. show that you have a sense of humor.
C. interrupt the interviewer.
D. all of the above.

_____ 15. During a job interview you should

A. try to impress the interviewer by boasting of your abilities and confidence.
B. show how relaxed and friendly you are by telling stories and jokes.
C. speak only when you are questioned to show that you will be a good worker.
D. feel free to ask questions and look directly at the interviewer.

_____ 16. After a job interview, it is a good idea to

A. send a gift.
B. write a thank you letter.
C. wait one month before checking back.
D. phone the interviewer later in the day.

_____ 17. Five years ago, Mary quit her job to raise a family. Now, because the family needs money, she wants to go back to work. An interviewer asks her, "Who will take care of your children while you work?" Which answer is best?

A. "I don't know, if I can find someone to take care of them."
B. "It's none of your business."
C. "How does that question relate to the job?"
D. "I know that's important and I'll make arrangements for the children."

_____ 18. During a job interview you should

A. smoke a cigarette.
B. ask questions.
C. talk about people you know.
D. walk right in and make yourself feel at home.

_____ 19. After a job interview is over you should

A. thank the interviewer.
B. ask when the decision will be made.
C. ask to be called about the decision.
D. all of the above.

_____ 20. At the end of the job interview if the employer hasn't said anything about getting the job, you should

A. figure you blew it.
B. wait a few days then forget about it.
C. ask when they'll be making their decision.
D. ask what went wrong and see if you can get another interview.

NUMBER RIGHT: _____

NUMBER WRONG: _____

SCORE (%) _____

COMPETENCY # 20 INTERVIEW CHECKLIST TIER II

NAME: _____ TRAINER: _____

DATE: _____ DATE: _____ Attained ☐

Not Attained ☐

For mastery the participant must receive a check mark (✓) in the "yes" column for ten (10) out of the twelve (12) items listed below.

	YES	NO
Eye contact maintained	___	___
Posture was good	___	___
Gave a firm handshake	___	___
No nervous mannerisms (e.g. fidgiting, foot tapping, etc.)	___	___
Answered questions completely (i.e. more than just a yes or no answer)	___	___
Dressed appropriately	___	___
Showed enthusiasm	___	___
Smiled	___	___
Asked questions about the job	___	___
Explained reasons for wanting the job	___	___
Spoke clearly, used appropriate language	___	___
Explained how his/her skills and qualifications would meet the employer's need	___	___

COMPETENCY # 23 EMPLOYMENT GOAL WORKSHEET #1 TIER II

NAME: _____ TRAINER: _____

DATE: _____ DATE: _____ Attained ☐

Not Attained ☐

PART 1

Directions: Take a few minutes to imagine yourself six (6) months from now. Imagine you have the ideal job. In the space provided, describe your job and explain what you like about it. Where are you? What are you doing, and with whom do you work? What skills do you have? What do you enjoy most about your job? Answering these questions about your ideal job will help you in goal setting.

Repeat this exercise for one (1) year and three (3) years in the future in the space provided. Use more paper if necessary.

SIX (6) MONTHS: _____

ONE (1) YEAR: _____

(Continue on to the back of this sheet.)

THREE (3) YEARS: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

PART II

Directions: Think of a word or an image that would represent what you described in PART I above. Write that word (or words) and draw a picture of that image below.

COMPETENCY # 23 EMPLOYMENT GOAL WORKSHEET #2 TIER II

NAME: _____ TRAINER: _____

DATE: _____ DATE: _____ Attained ☐

Not Attained ☐

Directions: Use your EMPLOYMENT GOAL WORKSHEET #1 to complete this exercise. In the spaces provided write a six (6) month, a one (1) year and a three (3) year employment goal. State the steps you will need to take to reach these goals. State when you need to accomplish each step by. Also state how you will know when you have completed each step (What will indicate you have done what you planned to do?).

SIX (6) MONTH GOAL: _____

_____

STEPS	TO BE ACCOMPLISHED BY (DATE):	HOW WILL I KNOW (INDICATORS)
1.		
2.		
3.		
4.		
5.		
6.		
7.		

ONE (1) YEAR GOAL: _____

_____

STEPS	TO BE ACCOMPLISHED BY (DATE):	HOW WILL I KNOW (INDICATORS)
1.		
2.		
3.		
4.		
5.		
6.		
7.		

THREE (3) YEAR GOAL: _____

_____

STEPS	TO BE ACCOMPLISHED BY (DATE):	HOW WILL I KNOW (INDICATORS)
1.		
2.		
3.		
4.		
5.		
6.		
7.		

COMPETENCY # 24 BUDGETING WORKSHEET # 1 TIER II

NAME: _____ TRAINER: _____

DATE: _____ DATE: _____ Attained ☐

Not Attained ☐

Directions: Define the words or phrases below.

1. Income _____
2. Gross Income _____
3. Net Income _____
4. Expenses _____
5. Fixed Expenses _____
6. Flexible Expenses _____
7. Payroll Deductions _____

Directions: Indicate with a check mark which are fixed expenses, flexible expenses, optional, or not applicable for you.

#s	EXPENSES	FIXED	FLEXIBLE	OPTIONAL	NA
___	Food				
___	Housing				
___	Clothing				
___	Medical & Dental				
___	Transportation				
___	Laundry				
___	Grooming (soap, toothpaste)				
___	Utilities				
___	Telephone				
___	Insurance				
___	Savings				
___	Entertainment				
___	Miscellaneous (birthday gifts, magazines, newspaper, etc.)				

Directions: Now go back and assign a number for each item above. Place either a one (1)--very important, two (2)--somewhat important, or a three (3)--unimportant in the space provided in the left hand margin.

Directions: Complete the exercise below to figure out your monthly income. Use the margins to do your math.

Income	Monthly
Net Salary (source: _____) =	_____
Other Income =	_____
TOTAL =	[ ]

The figure in the box above shows what your net monthly income will be. Below, fill out both columns: on the left list the expenses you have and on the right list the amount each expense will cost you a month. (You can use the margins to do your math.) Your total expenses should not exceed your total income, or you will be in the RED! If you already know what your fixed expenses are, fine. If not, you may need to find out before you can complete this part of the exercise.

EXPENSES	MONTHLY COST
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
TOTAL =	_____

TIER II

SUPERVISOR REPORT / COMPETENCY CHECKLIST

PARTICIPANT: _____ WORKSITE: _____

Report Period from: _____ to: _____. DATE: _____

(Ratings: 1 - Never; 2 - Seldom; 3 - Sometimes; 4 - Usually; 5 - Always)

COMPETENCY	RATING	AVE. RATING
#1 Maintains an acceptable attendence record. (Average rating of 4.5 required for mastery.)		
a. No unexcused absences		
b. No chronic absenteeism		
c. Calls supervisor if going to be late or absent from work		
d. Lets supervisor know in advance of appointments		
TOTAL:		
#2 Reports to work on time (Average rating of 4.5 required for mastery.)		
#3 Completes assigned tasks on time (Average rating of 4 required for mastery.)		
#4 Uses appropriate language (Average rating of 4 required for mastery.)		
#5 Requests and performs work assignments without prompting. (Average rating of 4 required for mastery.)		
a. Shows initiative		
b. Shows motivation		
c. Is willing to learn new tasks		
d. Asks for work		
e. Performs assigned work without prompting		
TOTAL:		
#6 Appropriately cares for personal dress, grooming and hygiene. (Average rating of 4 required for mastery.)		
#7 Maintains a positive attitude (Average rating of 4 required for mastery.)		
#8 Cooperates with and assists co-workers (Average rating of 4 required for mastery.)		
#9 Follows instructions (Average rating of 4 required for mastery.)		
a. Follows written and verbal instructions		
b. Asks questions if (s)he does not understand instructions		
TOTAL:		

COMPETENCY	RATING	AVE. RATING
#10 Able to work under supervision (Average rating of 4.5 required for mastery.)		
#11 Accepts constructive criticism (Average rating of 4.5 required for mastery.)		
#12 Follows worksite/employer safety rules. (Average rating of 4.5 required for mastery.)		
#13 Takes care of tools and/or equipment. (Average rating of 4.5 required for mastery.)		
#14 Keeps work area neat and clean. (Average rating of 4.5 required for mastery.)		
#15 Meets Employer's work standards. (Average rating of 4 required for mastery.)		
#21 Personal life does not interfere with work. (Average rating of 4 required for mastery.)		
#22 Performs work free from substance use. (Average rating of 5 required for mastery.)		

SUPERVISOR COMMENTS: _____

CASE MANAGER COMMENTS: _____

Supervisor signature	Participant signature	Case Manager signature
(Date)	(Date)	(Date)

Interest Check List

U.S. Department of Labor
Employment and Training Administration
U.S. Employment Service
1979

Name _____

Address or School _____

_____

_____ Date _____

It is important to all of us that we like our jobs; doing so will increase our chances of success.

This Interest Check List may help you decide what kinds of work you would like to do. It lists activities that are found in a broad range of industries and occupations in the United States today.

Read each of the statements carefully. If you think you would "like" to do this kind of activity, make a check ✓ under the "L"; if you "don't like" the activity, make a ✓ under the "D"; if you are not certain whether you would like the activity or not, make a ✓ under the "?". After you have checked each activity, go back and double check ✓✓ at least *five* activities that you think you would like most to do.

You may check an activity even if you do not have training or experience for it, if you think you would enjoy the work. Check the "?" *only* when you cannot decide whether you would like or dislike the activity, or when you do not know what the activity is.

There are no right or wrong answers. Check each activity according to how *you* feel about it. The more the counselor knows about your likes and dislikes, the more he or she will be able to help you in thinking about a career.

Now turn the page and begin.

Read each of the items below and indicate how you feel about the activity described by placing a check √ under

L (Like)	? (Uncertain)	D (Dislike)

		L	?	D
01.01	Write short stories or articles			
	Edit work of writers			
	Write reviews of books or plays			
01.02	Teach classes in oil painting			
	Carve figures of people or animals			
	Design artwork for magazines			
01.03	Direct plays			
	Perform magic tricks in a theater			
	Announce radio or television programs			
01.04	Conduct a symphony orchestra			
	Compose or arrange music			
	Play a musical instrument			
01.05	Create routines for professional dancers			
	Dance in a variety show			
	Teach modern dance			
01.06	Restore damaged works of art			
	Carve designs in wooden blocks for printing greeting cards			
	Design and paint signs			
01.07	Analyze handwriting and appraise personality			
	Introduce acts in a circus			
	Guess weight of people at a carnival			
01.08	Model clothing for customers			
	Pose for a fashion photographer			
	Be a stand-in for a television star			
02.01	Develop chemical processes to solve technical problems			
	Analyze data on weather conditions			
	Develop methods to control air or water pollution			
02.02	Study causes of animal diseases			
	Develop methods for growing better crops			
	Develop new techniques to process foods			
02.03	Examine teeth and treat dental problems			
	Diagnose and treat sick animals			
	Give medical treatment to people			
02.04	Prepare medicines according to prescription			
	Study blood samples using a microscope			
	Test ore samples for gold or silver content			
03.01	Manage a beef or dairy ranch			
	Operate a commercial fish farm			
	Manage the use and development of forest lands			

		L	?	D
03.02	Supervise farm workers			
	Supervise a logging crew			
	Supervise a park maintenance crew			
03.03	Train horses for racing			
	Feed and care for animals in a zoo			
	Bathe and groom dogs			
03.04	Pick vegetables on a farm			
	Catch fish as a member of a fishing crew			
	Trim branches and limbs from trees			
04.01	Direct police activities			
	Issue tickets to speeding motorists			
	Enforce fish and game laws			
04.02	Guard inmates in a prison			
	Guard money in an armored car			
	Fight fires to protect life and property			
05.01	Plan and design roads and bridges			
	Design electrical equipment			
	Plan construction of a water treatment plant			
05.02	Direct operations of a power plant			
	Direct construction of buildings			
	Supervise operations of a coal mine			
05.03	Survey land to determine boundaries			
	Make drawings of equipment for technical manuals			
	Operate a radio transmitter			
	Design and draft master drawings of automobiles			
	Direct air traffic from an airport control tower			
	Conduct water pollution tests			
05.04	Pilot a commercial aircraft			
	Operate a ferry boat			
	Be captain of an oil tanker			
05.05	Build frame houses			
	Make and repair dentures			
	Prepare and cook food in a restaurant			
	Plan, install and repair electrical wiring			
	Repair and overhaul automobiles			
	Set up and operate printing equipment			
05.06	Operate generators at an electric plant			
	Operate boilers to heat a building			
	Operate water purification equipment			
05.07	Inspect fire-fighting equipment			
	Inspect aircraft for mechanical safety			
	Grade logs for size and quality			

Go on to the next page

		L	?	D
05.08	Drive a tractor-trailer truck			
	Operate a locomotive			
	Operate a motorboat to carry passengers			
05.	[illegible]epare items for shipment and keep records			
	[illegible]eceive, store and issue merchandise			
	Record amount and kind of cargo on ships			
05.10	Develop film to produce negatives or prints			
	Repair small electrical appliances			
	Paint houses			
05.11	Operate a bulldozer to move earth			
	Operate a crane to move materials			
	Operate an oil drilling rig			
05.12	Recap automobile tires			
	Operate a duplicating or copying machine			
	Clean and maintain office buildings			
06.01	Set up and operate a lathe to cut and form metal			
	Drill tiny holes in industrial diamonds			
	Hand polish optical lenses			
06.02	Operate a drill press			
	Operate a power saw in a woodworking factory			
	Assemble refrigerators and stoves in a factory			
	Operate a power sewing machine to make clothing			
	[illegible]perate a dough-mixing machine for making bread			
	Assemble electronic components			
06.03	Inspect bottles for defects			
	Sort fruit according to size			
	Test electronic parts before shipment			
06.04	Operate a grinding machine in a factory			
	Work on a factory assembly line			
	Operate a machine that fills containers			
	Hand package materials and products			
	Assemble parts to make venetian blinds			
	Drive a fork-lift truck to move materials in a factory			
07.01	Take dictation, type and handle business details			
	Search records to verify land ownership			
	Maintain records on real estate sales			
07.02	Maintain charge account records			
	Keep time card records			
	Compute average weekly production from daily records			
07.	[illegible]eceive and pay out money in a bank			
	[illegible]ell tickets at places of entertainment			
	Operate a cash register in a grocery store			
07.04	Answer questions at an information counter			
	Operate a telephone switchboard			
	Interview persons wanting to open checking accounts			
07.05	Check typewritten material for errors			
	Compile and maintain employee records			
	Deliver mail to homes and businesses			
07.06	Type letters and reports			
	Operate a computer typewriter to send or receive information			
	Operate a billing machine to prepare customer bills			
07.07	File office correspondence			
	Locate and replace library books on shelves			
	Handstamp return addresses on envelopes			
08.01	Sell telephone and other communication equipment			
	Sell newspaper advertising space			
	Select and buy fruits and vegetables for resale			
08.02	Sell automobiles			
	Demonstrate products at a trade exhibit			
	Sell articles at auction to highest bidder			
08.03	Sell merchandise from door to door			
	Sell candy and popcorn at sports events			
	Persuade night club customers to pose for pictures			
09.01	Supervise activities of children at vacation camp			
	Greet and seat customers in a restaurant			
	Serve meals and beverages to airline passengers			
09.02	Give haircuts			
	Style, dye and wave hair			
	Give scalp-conditioning treatments			
09.03	Drive a bus			
	Drive a taxi cab			
	Teach automobile driving skills			
09.04	Wait on tables in a restaurant			
	Park automobiles			
	Cash checks and give information to customers			
09.05	Check passenger baggage			
	Help hotel guests get taxi cabs			
	Operate a carnival ride			
10.01	Plan and carry out religious activities			
	Work with juveniles on probation			
	Help people with personal or emotional problems			

Go on to the next page

		L	?	D
10.02	Provide nursing care to hospital patients			
	Plan and give physical therapy treatment to patients			
	Teach the blind to read braille			
10.03	Give hearing tests			
	Care for children in an institution			
	Prepare patients for examination by a physician			
11.01	Plan and write computer programs to help solve scientific problems			
	Plan collection and analysis of statistical data			
	Apply knowledge of statistics to set insurance rates			
11.02	Teach courses in high school			
	Teach vocational education courses			
	Manage the library program for a community			
11.03	Do research to develop new teaching methods			
	Do research to understand social problems			
	Review and analyze economic data			
11.04	Serve as a court judge			
	Advise clients on legal matters			
	Settle wage disputes between labor and management			
11.05	Manage a department of a large company			
	Plan and direct work of a government office			
	Purchase supplies and equipment for a large firm			
11.06	Examine financial records to determine tax owed			
	Approve or disapprove requests for bank loans			
	Buy and sell stocks and bonds for clients			

		L	?	D
11.07	Direct administration of a large hospital			
	Serve as principal of a school			
	Direct operations of a museum			
11.08	Write news stories for publication or broadcast			
	Broadcast news over radio or television			
	Direct operations of a newspaper			
11.09	Plan advertising programs for an organization			
	Direct fund raising for a non-profit organization			
	Lobby for or against proposed legislation			
11.10	Direct investigations to enforce banking laws			
	Inspect work areas to detect unsafe working conditions			
	Inspect cargo to enforce customs laws			
11.11	Manage a hotel or motel			
	Direct activities of a branch office of an insurance company			
	Manage a grocery, clothing or other retail store			
11.12	Investigate and settle insurance claims			
	Obtain leases for outdoor advertising sites			
	Sign entertainers to theater or concert contracts			
12.01	Manage a professional baseball team			
	Referee sporting events			
	Drive in automobile races			
12.02	Perform as a trapeze artist in a circus			
	Perform stunts for movie or television scenes			
	Perform juggling feats			

NOW, GO BACK AND DOUBLECHECK AT LEAST FIVE ACTIVITIES THAT YOU WOULD MOST LIKE TO DO

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